

## 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 pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Cardinal Wiseman
Number of pupils in school	1362
Proportion (%) of pupil premium eligible pupils	30.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020/21 – reviewed in 2021/2022 2021/22 – review at the end of the document 2022/23- this academic school year
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	Mrs Kathryn Alton
Governor / Trustee lead	Mr Gerald O'Connor

### Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£427440
Recovery premium funding allocation this academic year	£117852
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£545,292

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of background and the individual challenges they face , make good progress and achieve high attainment across the curriculum. The focus of the strategy is to support disadvantaged pupils to achieve that goal. We will consider the challenges faced by vulnerable pupils, such as those who have input from external agencies, involvement of social care and those who have special educational needs. The activities outlined in this strategy are intended to also support other students and meet their needs, regardless of whether they are disadvantaged. High quality teaching is outlined in this strategy as this is proven to have the greatest impact on closing the disadvantaged gap and at the same time will benefit non-disadvantaged students.

Our approach will be responsive to the common challenges and individual needs.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1) Attendance	Attendance rates for pupils eligible for PP is 89.6% (YTD November 2022), (below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average. The year 11 cohort have the biggest gap between attendance for PP and non PP students. (83.9% PP compared to 90.7 Non PP. Figures as of November 2022)
2) Attainment and progress	The attainment and progress of PP students has stagnated from the last set of validated results. The attainment of PP going from 36.4 (2019) to 34.3 (2022) and progress going from -0.55 (2019) to -0.54 (2022) in the last validated data, there is gap is still there between PP and non-PP students. Non-PP students are performing on average 0.5 grade better than PP students.
3) Behaviour	Behaviour issues for groups of students, particularly in KS3, (mostly eligible for PP) is having a detrimental effect on their academic progress and that of their peers.
4) Literacy and numeracy levels	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils which prevents them from making good progress in Year 7. 47% of students in receipt of pupil premium in year 7 are below secondary ready, based on SATS assessments carried out Spring 2022 Numeracy skills entering Year 7 are lower for pupils eligible for PP than for other pupils which prevents them from making good progress in Year 7. 50% of students in receipt of pupil premium in Year 7 are below secondary ready based on SATS assessments carried out in Spring 2022
5) Enrichment	Involvement of anti-social behaviour outside of school impacts on their behaviour in school, their homework and the academic progress of PP students and that of their peers
6) Destinations	Majority of PP students have destinations at the end of Year 11 and the number of PP students entering sixth form increases, along with those going to complete an apprenticeship.

## 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
High levels of progress in literacy and numeracy for Y7 pupils eligible for PP	Majority of pupils eligible for PP in Year 7 meet expected targets in literacy and numeracy through assessed English and Maths assessments.
Improved rates of progress for pupils eligible for PP	Pupils eligible for PP identified as high attaining from KS2 SATs data KS2 make at least equal progress as non PP high attaining pupils assessed via Curriculum assessments.
100% compliance effective with reduced behaviour points, reduced visits to II and reduced FTEs	Reduced behaviour points, reduced visits to II and reduced FTEs for pupils eligible for PP
Improve attendance rates for pupils eligible for PP	Attendance rates for PP students to be in-line with non PP students and to meet or exceed school target of 95%
Cultural Capital: To improve extra curricular attendance for disadvantaged pupils across KS3 and 4 and ensure that all trips and clubs reflect the PP proportion in the school	Continued monitoring of trips and clubs to ensure that all extra curricular opportunities reflect the school's cohort. A tangible increase in PP students accessing extra curricular provision.

## 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: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on high quality feedback	Investing PP in longer term change which will help all pupils. Many evidence sources and reviews of research suggests high quality feedback is an effective way to improve attainment and it is suitable as an approach that we can embed across the school <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	2  part of Senior Assistant Vice Principal
A range of CPD course available to staff to support teaching and learning in their area or a focus area for school eg exam board training etc	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as The Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	31% of CPD budget: £6966
Ensure progress 8 score in Maths and English is in line or above 2022 validated	Mastery  Mastery learning was originally developed in the 1960s. According to the early definition of mastery learning, learning outcomes are kept constant but the time	2

<p>progress 8 score and in line with NA</p>	<p>needed for pupils to become proficient or competent at these objectives is varied.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</a></p>	
<p>Identify underperforming Y11 PP students and focus intervention and support on this target group.</p> <p>Improve outcomes at Y11 for PP students, so they are broadly in line with national averages for A8 and P8</p>	<p>Data tracking of these students to show the impact of the programme. Ensuring all pupils have access to an appropriate curriculum</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</a></p>	2
<p>Parents evening in school.</p>	<p>Parental engagement to support students progress and attainment both academically and pastorally. Admin team to support with parents evenings to help parents log into school apps etc.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</a></p>	2

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

Budgeted cost: £58,874.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group teaching for year 8 pupils which includes Precision teaching, toe by toe, stareway to spelling and precision numeracy.</p>	<p>Students in year 8 who have been identified with weaker Literacy and Maths skills will be given small group teaching in order to improve their literacy and maths skills to support in accessing the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>A range of intervention programmes carried out in the school's Trinity centre, including precision teaching, toe by toe and stareway to spelling.</p> <p>The EP has trained the Trinity staff on how to deliver these interventions. Students will complete small group and 1:1 intervention:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>2 and 4 Cost HLTA</p>
<p>Bedrock learning for year 11</p>		<p>Bedrock learning: £839.70</p>
<p>Academic Mentor to support students.</p>	<p>To support students who require catch up or who have been identified with significant struggle.</p>	<p>Cost: 29,235</p>

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

Budgeted cost: £284,831.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
LAC and WRL coordinator	<p>LAC coordinator, attendance team, principal etc will collaborate to ensure provision and standard school processes work smoothly together.</p> <p>The following research paper from NFER explores the challenges to support disadvantaged students: <a href="https://www.nfer.ac.uk/understanding-the-challenges-for-evidence-informed-school-improvement-support-in-disadvantaged-schools-an-exploratory-study/">https://www.nfer.ac.uk/understanding-the-challenges-for-evidence-informed-school-improvement-support-in-disadvantaged-schools-an-exploratory-study/</a></p>	2 and 3
Support disadvantaged students with transition into Post 16. Further support considered when in sixth form on case by case.	<p>Sixth Form to support students into Y12 and then continue monitoring and supporting progress.</p> <p>From: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/860135/Destinations_main_text_2020_REV.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/860135/Destinations_main_text_2020_REV.pdf</a>, page 7 and 8</p>	<p>6</p> <p>19% of students who were previously PP have applied for University and have been supported through the process.</p> <p>Those who have not applied will be supported through Prospects of Coventry and receive impartial advice.</p> <p>TLR for UCAS 2873 (PP- 861.90)</p>
Family Support Worker, a higher proportion of	Intervention programmes and attendance have both been evidenced to lead to improved attainment. Having a dedicated member of staff will provide a key contact	1 and 3

students they work with are PP	<p>for these pupils and also enable positive relationships with parents and carers to be developed.</p> <p>Family Support Worker to monitor Pupil Premium students, due to the number Relevant interventions put into place, whether internally or externally.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supporting-parents/EEF Parental Engagement Guidance Report.pdf</a></p>	
Support to the Attendance officer to work to increase attendance rates pupil premium students	<p>Intervention programmes and attendance have both been evidenced to lead to improved attainment. Having a dedicated member of staff will provide a key contact for these pupils and also enable positive relationships with parents and carers to be developed.</p> <p><a href="https://www.nfer.ac.uk/being-present-the-power-of-attendance-and-stability-for-disadvantaged-pupils/">https://www.nfer.ac.uk/being-present-the-power-of-attendance-and-stability-for-disadvantaged-pupils/</a></p>	1,2 and 4
Utilise Alternative Provision and Work Related Learning to ensure most appropriate provision for PP students	<p>Working to find what might help pupils make the next step in their learning and the focus on targeted support</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom Bennett Independent Review of Behaviour in Schools.pdf</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411 Supporting the attainment of disadvantaged pupils - briefing for school leaders.pdf</a></p>	<p>1,2 and 3</p> <p>WRL: £68,416</p> <p>Alternative provision: 20,000</p> <p>Associated Travel Cost: 33,475</p>
Support disadvantaged students with transition into Post 16. All year 11 students are given 1:1 careers meetings.	<p>Disadvantaged pupils (those eligible for pupil premium funding) were less likely to have a sustained destination (88%) than all other pupils (96%). Percentages for both groups remain unchanged since 2016/17</p> <p>From:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/860135/Destinations_main_text_2020_REV.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/860135/Destinations_main_text_2020_REV.pdf</a>, page 7 and 8</p>	<p>6</p> <p>Cost: Uniforg £2000</p> <p>Careers advisor: £5572.35</p>

Students to be made aware of all options available to them during the options process, so informed choices can be made and link into Gatesby clause		
Improve behaviour and attitude of PP students	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf</a>	3
Student Participation in extra curricular activities	<p>Research has shown that students from disadvantaged backgrounds may be less likely to benefit from sports clubs and other physical activities outside of school due to financial costs. By offering extra curricular activities in PE has shown to increase pupil attendance and retention.</p> <p><a href="https://www.eef.org.uk/physical-activity">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Further research from the University of Bath has shown found that children who do participate in extra-curricular activities gain confidence and build up their social skills which is much sought after by employers. They are also more likely to aspire to go on to higher or further education.</p> <p><a href="https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility">Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)</a></p>	<p>5</p> <p>Contribution to DofE: £863</p> <p>Trips: 5000</p>

**Total budgeted cost: £ 393,705.95 (all elements added up)**

Part B: Review of outcomes in the previous academic year

## **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

Review of expenditure 2021/2022					
Previous Academic Year		2021/22			
Total funding		£411,175			
Recovery Premium Funding		£61,589			
Total budgeted spend		£472,764			
<b>i. Quality of teaching for all</b>					
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).		Lessons learned (and whether you will continue with this approach)	Cost
Baseline assessment for reading and spelling using GL assessments (National Group Reading Test and National Group Spelling Test) used Sept 2020 & 2021 CAT 4 tests to identify students that require additional Maths support used Sept 2020 & 2021	Improved Y7 literacy  Improved Y7 Numeracy	<b>Interventions summary - 2020/21</b>		GL assessments give starting points of literacy levels at the start of their secondary school journey. The interventions used have shown success and are research informed.  SATs data to identify students for intervention in Sept 2022. Liaison with HOY to discuss students requiring intervention in all year groups.	HLTA in Trinity  SENCO TLR  GL assessments
		Year 7	Year 8		
		Toe to Toe	70.3%      100%		
		Precision Teaching	43%      100%		
Stareway to Spelling	100%      75%				
Staff training on high quality feedback	Improved year 7 literacy progress	<b>Interventions summary - 2020/21</b>		Improving literacy levels will be a focus for this year, continue with methods of feedback.  Element of practice to be focused on throughout academic year and methods of feedback for low stakes testing and retrieval.	
		Year 7			
		Toe to Toe	70.3%		
Precision Teaching	43%				

		<table border="1"> <tr> <td>Stareway to Spelling</td> <td>100%</td> </tr> </table>	Stareway to Spelling	100%	Whole School CPD offered to staff to support with high quality feedback in lessons.																	
Stareway to Spelling	100%																					
Bespoke 1:1 and small group teaching	Ensure progress 8 score in maths is in line or above 2019 validated progress 8 score and in line with N/A	<p>Attainment 8 score for Maths School data - A8:</p> <table border="1"> <thead> <tr> <th>2019</th> <th>2020 CAG</th> <th>2021 TAG</th> <th>2022</th> <th>national</th> </tr> </thead> <tbody> <tr> <td>7.40</td> <td>8.31</td> <td>8.25</td> <td>8</td> <td>9.4</td> </tr> </tbody> </table> <p>P8</p> <table border="1"> <thead> <tr> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>-0.27</td> <td>0.1</td> <td>0.20</td> <td>-0.09</td> </tr> </tbody> </table>	2019	2020 CAG	2021 TAG	2022	national	7.40	8.31	8.25	8	9.4	2019	2020	2021	2022	-0.27	0.1	0.20	-0.09	<p>HoF and SENCo will work together to identify students needing intervention in numeracy.</p> <p>Year 11 targeted intervention throughout the year. Key Staff deployed to year 11 (HoF, DHoF, SLT and Examiner)</p> <p>Key Stage 4 baseline assessments carried out to identify quickly gaps in knowledge.</p> <p>Introduction of Tassami</p> <p>Relaunch of PiXL</p> <p>Uplearn</p>	
2019	2020 CAG	2021 TAG	2022	national																		
7.40	8.31	8.25	8	9.4																		
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2019	2020	2021	2022	national																		
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		<table border="1"> <tr> <td>0</td> <td>0.2 CAG</td> <td>0.21 TAG</td> <td>0.09</td> </tr> </table> <p>No national data due to TAGs</p>	0	0.2 CAG	0.21 TAG	0.09	Uplearn	
0	0.2 CAG	0.21 TAG	0.09					
Identifying underperforming Y11 PP students and focus intervention and support on this target group	Improve outcomes at Y11 for PP students, so they are broadly in line with national averages for A8 and P8	Targeted tutor groups in which the SENCo had a tutor group. Tutor groups changed after each assessment point/mock exams based on results. Functional skills qualification for those with additional needs and newly arrived students to go alongside GCSE English. those entered for functional skills that had support for this in their plans were more successful than those that were just entered for it.	Intervention in year 11 will be targeted for students based on data from previous assessments. Targeted tutor group will run again this year. Functional Skills to come under the management of Head of English	£10,150 - full TLR cost				
Parents evening to be a combination of online and face to face to support parents	Increased parental engagement to support student progress and attainment both academically and pastorally.	Parents evening online not as successful. Parents struggled with technology and were difficult to get hold of. Post pandemic school moved to face to face meetings which were received well by parents and attendance was good.	Post pandemic moving back to face to face parents evening for all year groups and continue over the next academic year measure how successful it will be.	Online parents evening software £1500				
<b>ii. Targeted support</b>								
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>				
Employment of family support worker	Family support worker to monitor PP Attendance officer to work with families	Family support worker, completed regular home visits if necessary to students they supported, liaise with families and relevant professionals working with the student. Requested resources eg revision guides, specific interventions when needed.	The family support worker is firmly embedded into the safeguarding team. It has continued to strengthen the multi-agency aspect of PP support and will continue next year. Particularly this year there has been an increase in the number of families needing support. HLTA appointed in safeguarding to support the team for academic year 2022/2023.	Family support worker  Attendance officer				

				<p>School jumpers - £36 Uniform- £1832.60</p> <p>Coventry boys and girls group £620</p>																
Support disadvantaged students with transition into post 16	Member of the sixth form leadership team to support students into year 12 and then continue monitoring and supporting progress	<p>Number of PP students staying in sixth form is 18/79 (23 %) compared to 21/103 (20%) the previous year</p> <table border="1"> <thead> <tr> <th></th> <th>2020</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>CW 6th Form</td> <td>25</td> <td>21</td> <td>18</td> </tr> <tr> <td>Full time education (other provider)</td> <td>53</td> <td>47</td> <td>51</td> </tr> <tr> <td>Apprenticeship</td> <td>0</td> <td>6</td> <td>0</td> </tr> </tbody> </table> <p>% of PP students staying at CW into 6<sup>th</sup> form has continued to increase 23% in 2022. However there is still a large number of students who seek to stay on in education in other establishments. The amount of students who took on an apprenticeship this year was at 0 compared to 6 in the previous year.</p> <p>All year 11 students received impartial unbiased advice from Prospects of Coventry</p>		2020	2021	2022	CW 6th Form	25	21	18	Full time education (other provider)	53	47	51	Apprenticeship	0	6	0	<p>PP students on a range of post 16 courses at a range of providers. Majority of those who did not stay on at 6th form.</p> <p>Increase the number of PP students in the Sixth Form - targeted sessions. Begin earlier in the academic year.</p> <p>Specific support for previously PP students with UCAS applications.</p> <p>19% of students who were previously PP in the cohort 2021/2022 have applied for University and have been supported through the process. Those who have not applied will be supported through Prospects of Coventry and receive impartial advice.</p>	<p>£6,352 (TLR cost)</p>
	2020	2021	2022																	
CW 6th Form	25	21	18																	
Full time education (other provider)	53	47	51																	
Apprenticeship	0	6	0																	

	All year 11 students to be given 1:1 careers meeting.		All students evaluate their sessions and are overwhelmingly positive of the experience. Due to the success of Prospects this will continue into next year	
Utilise alternative provision and work related learning to ensure most appropriate provision for PP students	<p>Link with alternative provision providers (The Edge)</p> <p>Programmes are tailored to individual needs in liaison with parents and carers.</p>	90.91% were still in mainstream education, all accessing a well planned and sequenced, well taught, broad & rich curriculum, achieving success in accredited qualifications, assessments, and achieving levels of progress.	Selected students will attend WRL/AP during this year, this will be regularly monitored by the WRL coordinator. Ensure that WRL students at their placements more often. This was hindered last year by COVID. It is important to build up a good rapport with the students and their providers as this helps build psychological safety and school education. With these strategies, it aids young people to manage their behaviour, enabling them to be more advanced when moving on to their chosen career or further training.	The Edge: £35,000 WRL: £47,600. 90 Associated transport: £60,965. 51 Academy 21 - £4300
Improve behaviour and attitude of PP students	<p>HLTA behaviour employed to monitor behaviour, intervene and educate regarding 100% compliance</p> <p>Time spent with identified pupils to understand root causes and work on a resolution</p>	<p>The school continues to follow a policy of 100% compliance.. A high proportion of behaviour incidents were related to PP students demonstrating the need to continue this action and analyse impact over time.</p> <p><b>Behaviour points</b></p> <p>Autumn Term 2021/2022 PP Behaviour Points: 1856 Non PP: 1765</p> <p>Spring Term 2021/2022 PP Behaviour Points: 3242 Non PP: 3616</p>	<p>100% compliance to continue as this has shown to have had a positive impact at the whole school level.</p> <p>Additional work needs to be considered to analyse repeated incidents and root causes to identify actions needed in order to address persistent behaviour issues.</p> <p>Higher amount of behaviour points for students who were non PP compared to those who were PP in the Spring and Summer Term. However there were a greater proportion of students who were PP and received a FTE. Figures slightly higher than Spring Term and Summer 2020/2021 but down on Autumn 2020/2021.</p> <p>Year to date no Permanent Exclusions for PP students.</p>	

		<p>Summer Term 2021/2022 PP Behaviour Points: 3095 Non PP: 3729</p> <p>Summer term 2020/21 - PP behaviour points = 1174 (46.3% of all behaviour points)</p> <p>Spring term 2020/21 - PP behaviour points =378 (45.8% of all behaviour points)</p> <p>Autumn term 2020/21 - PP behaviour points =1856 Non PP behaviour points = 1765 (59.6% of all behaviour points)</p> <p><b>Visits to II</b> Autumn Term 2021/2022- PP: 1008 Non PP 802 Spring Term 2021/2022- PP 831 Non PP 674 Summer Term 2021/2022- PP 649 Non PP 547</p> <p><b>FTEs</b></p> <p>Total days lost</p> <table border="1" data-bbox="741 919 1308 1401"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Summer 2021/22</td> <td>64.5</td> <td>20</td> </tr> <tr> <td>Spring 2021/22</td> <td>73</td> <td>29.5</td> </tr> <tr> <td>Autumn 2021/212</td> <td>38.5</td> <td>16.5</td> </tr> <tr> <td>Summer 2020/21</td> <td>56.5</td> <td>17.5</td> </tr> <tr> <td>Spring 2020/21</td> <td>9 (partial closure)</td> <td>4 (partial closure)</td> </tr> </tbody> </table>		PP	Non PP	Summer 2021/22	64.5	20	Spring 2021/22	73	29.5	Autumn 2021/212	38.5	16.5	Summer 2020/21	56.5	17.5	Spring 2020/21	9 (partial closure)	4 (partial closure)		
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		Autumn 2020/21	74.5	18.5		
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### iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Employment of a LAC and WRL coordinator	<p>LAC coordinator, attendance team, head will collaborate to ensure provision and standard school processes work smoothly together.</p> <p>Same day calls for target students to ensure students attend on a regular basis</p> <p>Explore barriers to attendance and liaise with parents/carers of relevant students</p>	WRL placements prevented likely FTEs for specific individuals. 90.91% were still in mainstream education, all accessing a well planned and sequenced, well taught, broad & rich curriculum, achieving success in accredited qualifications, assessments, and achieving levels of progress.	Focus will be on ensuring appropriate WRL courses selected for individual students and exploring additional WRL packages / AP providers to ensure placements are the most suitable and effective possible.	

<p>Extended provision - started summer term</p>	<p>After school provision in place for additional learning - languages (latin, sport)</p>	<p>Number of students experienced a range of activities including guardian ballers, which supported both physical and mental well being. DoE:</p> <table border="1" data-bbox="741 295 1303 805"> <thead> <tr> <th>Year</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>2019/20</td> <td>6 Bronze: 4 Gold: 2</td> <td>34 Bronze: 18 Silver: 6 Gold: 11</td> </tr> <tr> <td>2020/21</td> <td>12 Bronze: 5 Silver: 4 Gold: 3</td> <td>48 Bronze: 19 Silver: 17 Gold: 12</td> </tr> <tr> <td>2021/2022</td> <td>1 Silver:1</td> <td>8 Bronze: 3 Silver: 1 Gold: 2</td> </tr> </tbody> </table> <p>PE: 42% of pupils who participated in a PE Enrichment class after school were PP</p>	Year	PP	Non-PP	2019/20	6 Bronze: 4 Gold: 2	34 Bronze: 18 Silver: 6 Gold: 11	2020/21	12 Bronze: 5 Silver: 4 Gold: 3	48 Bronze: 19 Silver: 17 Gold: 12	2021/2022	1 Silver:1	8 Bronze: 3 Silver: 1 Gold: 2	<p>Duke of Edinburgh to continue this year, as it has developed a range of skills and enabled PP students to be involved in an after school activity. A well established session takes place each week to develop the skills needed to complete Duke of Edinburgh and the expeditions happen throughout the year.</p> <p>Further development of an extended day provision to be put into place and this advertised well, so students attend, from September 2022. The programme includes a range of activities, not just sport.</p>	<p>Duke of Edinburgh - £863</p>
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