Pupil premium strategy statement (2021-24)

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 (2022-23) spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Thomas More Catholic High School
Number of pupils in school	1339 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/22 - 2024/25
Date this statement was published	December 2023 (Originally December 2021 and updated annually)
Date on which it will be reviewed	October 2024
Statement authorised by	David Watson, Headteacher
Pupil premium lead	Laura Warland, Assistant Headteacher Inclusion
Governor / Trustee lead	Colin Finlay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£281,559
Recovery premium funding allocation this academic year	£81,834
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	£ 363,393

Part A: Pupil premium strategy plan

Statement of intent

We are a fully inclusive school, supporting all students to achieve their potential personally, socially, emotionally, spiritually, physically and educationally.   Our intention is that all of our students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching, high expectations and ambition for all are at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for students whose education has been worst affected, including non-disadvantaged pupils, particularly in English and maths.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help our students excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' 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	**The Progress 8 and attainment of disadvantaged pupils is generally lower than that of their peers.** This gap narrowed in 2020 and widened again in 2021.

Year		Att 8	Prog 8	% 9-4 En+Ma
2019	All	48	-0.23	68
	Non PP	51	-0.11	73
	PP	38	-0.68	51
2020	All	53	0.05	75
	Non PP	55	0.11	79
	PP	44	-0.17	59
2021	All	54	0.28	78
	Non PP	59	0.5	88
	PP	43	-0.27	52

This is particularly for the case for students who have been higher-attainers.

Year		Att 8	Prog 8	9-5 En+Ma %
2019	All	59	-0.28	69
	Non PP	59	-0.25	70
	PP	53	-0.55	74
2020	All	65	0.21	84
	Non PP	66	0.26	85
	PP	59	-0.12	73
2021	All	66	0.3	87
	Non PP	68	0.47	92
	PP	58	-0.58	53

	There is a gap on entry to the school of the progress of disadvantaged students compared to non-disadvantaged peers, however this gap grows between Year 7 and the end of Key Stage 4.

Year	Expected A8 Gap	Actual A8 Gap
2019	8.8	13.4
2020	8.8	10.9
2021	7.8	15.3

| 2 | **Low level of literacy.** Assessment, screenings, observations and monitoring have shown that lower literacy levels are a significant challenge for many of our students.

Data from Primary Schools/ CAT 4 Tests/ AR STAR Tests /Reading and Writing Diagnostic tests in Key Stage 3 to identify Intervention needs especially focusing where Literacy is a barrier and specifically Reading: Tuesday mornings targeted support and intervention for Yr 7 and 8 with low (below benchmark) RAs.

Year 7 students working below age-related expectations for Reading on entry according to STAR test data: 30%
Of those students, 27.5% (22 students) are PP, 72.5% non-PP
Of the 22 PP students, 18 students are receiving a Reading Intervention (Supplementary, Reading Club or one-one in PSE).

Year 8 students working below age-related expectations for Reading on according to Sept 2021 STAR test data: 30%
Of those students, 32% (26 students) are PP, 68 % non-PP |
|---|---|
| 3 | **Consistency of teaching, expectations and assessment for learning.** Monitoring, observations and data analysis have highlighted inconsistencies between and within departments.
Disadvantaged students perform lower than non-disadvantaged peers across many subject areas. Sometimes assessment does not always fully identify gaps in individual students' knowledge, and does not always identify those most in need of targeted academic support. |
| 4 | **Significant social, emotional and mental health needs.** Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment |

opportunities due to the pandemic. These challenges particularly affect disadvantaged students, including their attainment.

During the pandemic, teacher referrals for support markedly increased. 138 pupils in total, 66 (48% of whom are disadvantaged) currently require additional support with social and emotional needs from our Pastoral and Learning Support teams. 85 students work with the Learning Mentors and require social and emotional support, 31 (36%) of these are disadvantaged. 11 students receive solely academic support and 11 (72%) of these students are disadvantaged. 26 students work with the School Counsellor and 16 (62%) of these students are disadvantaged. The Family Support Worker currently works with 16 students and 11 (69%) of these students are disadvantaged. 29% of those on the SEND register have an identified primary need of SEMH. Of the 59 students on the SEND register and or Wave 1 with a primary need of SEMH, 35 (59%) are disadvantaged (PP/FSM/LAC/YC).

| 5 | **Poor attendance including persistent absence.** Our attendance data since September 2020, indicates that attendance among disadvantaged pupils has been between 4% lower than for non-disadvantaged pupils.

36.75% of disadvantaged pupils have been 'persistently absent' compared to 18.45% of their peers during 2020/21. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.

However, the 2019/20 Year 11 cohort consistently had the smallest gap in attendance throughout their time with us and the gap in their outcomes was also the smallest. |

Self-regulation and managing personal behaviour. Observations, pastoral systems and analysis of ClassCharts, detentions and exclusion data indicates that some students (including a significant proportion of those who are disadvantaged) are struggling to regulate their own behaviour and this is impacting upon progress. The number of students who have internal isolation and suspensions, and are identified as disadvantaged, is higher than those who are not (relative to the weighting of disadvantaged/ non-disadvantaged students on roll)

	Disadvantaged as a percentage of total			
Year	Incidents of Suspension	Students Suspended	Incidents of Internal Isolation	Students Isolated
2018/19	48%	41%	44%	38%
2019/20	47%	37%	40%	37%
2020/21	53%	41%	39%	34%

	There have been 5 permanent exclusions during the past 3 academic years. None of these students were eligible for Pupil Premium.

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a particular focus on English and maths.	By the end of our current plan in 2024/25, 50% or more of disadvantaged pupils will secure a Progress 8 score in line with non-disadvantaged peers. In the last 4 years this figure was 24 - 47%. 2024/25 KS4 outcomes demonstrate that disadvantaged students achieve: ● an average Attainment 8 score of 44 ● an EBacc average point score of 4.3 ● 61% of disadvantaged students will be achieving 5x grade 4+ including English and maths.
Improved literacy skills among disadvantaged students across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers are actively teaching reading strategies in their curriculum areas. Observations, monitoring and discussions highlight that there is a significant focus upon teaching vocabulary across all departments. Teachers should also have recognised this improvement in literacy skills through engagement in lessons and book scrutiny.
To achieve greater consistency of high quality teaching across the school. More effective assessment in curriculum areas that informs teaching, and identifies cohorts for targeted support.	School and departmental monitoring demonstrates that there is regular and effective assessment of students' knowledge, understanding and skills across curriculum areas. Data analysis of targeted academic support shows improved outcomes for students in these cohorts, especially disadvantaged students. Improved whole-school outcomes across the key stages.
To achieve and sustain improved wellbeing for all	Sustained high levels of wellbeing from 2024/25 demonstrated by:

students, including those who are disadvantaged.	• qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.75% to a gap of 3.25%. • the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 9% lower than their peers.
To achieve and sustain improved self regulation and behaviour for learning for all students, and particularly those who are disadvantaged.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning and behaviour. There is a reduction in negative ClassCharts points and subsequent detentions. Internal isolation and suspensions will have decreased by 2024-25, with the proportion of these for disadvantaged students reducing to 35%/ 30% (suspensions/isolations) along with a fall in the percentage of repeat offenders (so that the rate is in line with non disadvantaged students)

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: £122,293

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum Review and Implementation Review current curriculum and redesign to ensure high	EEF has reported that the best available evidence indicates that great teaching is the most important lever schools have to improve student attainment.	1, 2, 3

expectations and ambition for all. Sequencing and strategies for building memory to be embedded. Focus on supporting all students to know more, remember more and do more. Regular 'confetti' assessment to identify what students know, remember and can do, and any gaps, to inform recovery curriculum. Progress of all students and especially those who are disadvantaged, to be a main focus in analysis and RAP meetings following data drops. Increase participation in class, especially of disadvantaged students, with a focus on questioning. CPD and monitoring to have a focus on this.	Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. The School has developed an evidence based approach with Teaching Tenets encouraged and shared across the School in every Dept. This is a focus of school and dept monitoring. Maximising Learning Well-considered curriculum design (including a spiral curriculum) is key for improving outcomes including metacognitive strategies and building memory. Thurby: Evidence-informed approach to curriculum design This has been evidenced in school monitoring. Curriculum design and evidence based curriculum design is central to new inspection framework: Ofsted Education Inspection Framework All HODs are supported by an LT link person to review and audit their Curriculum post Pandemic and much CPD has been given to HODs to support Departmental work to create an inspiring and ambitious curriculum that will "enable disadvantaged students to clamber in to the discourse of the powerful" CCounsell	
Embed disciplinary literacy across all curriculum areas to improve literacy levels in line with recommendations in the	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:	2

EEF Improving Literacy in Secondary Schools guidance. Work with the National Literacy Trust and have staff members from all departments trained in this area. Staff INSET, both whole-school and departmental, to focus upon developing resources and strategies for supporting students' literacy. Introduction of 'STM' Reading Hand' in 2022-23 to embed reading strategies across the curriculum in all areas.	Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn) Teaching reading comprehension strategies is high impact based upon extensive evidence. EEF Toolkit Reading Comprehension Strategies Low level of literacy - Assessment, screenings, observations and monitoring continue to show that lower literacy levels are a significant challenge for many of our students. Data from Primary Schools/ CAT 4 Tests/ AR STAR Tests /Reading and Writing Diagnostic tests in Key Stage 3 to identify Intervention needs especially focusing where Literacy is a barrier and specifically reading: Tuesday mornings targeted support and intervention for Yr 7 and 8 with low (below benchmark) RAs.	
Participate in year long oracy Project with Voice21 aimed at developing the Oracy skills of all students but particularly our Disadvantaged. This will include high quality training for students and staff and uses student voice to uncover any barriers that DA students might have, Oracy Ambassadors in School and intense discreet work done with identified cohorts of DA students at risk of underachievement.	https://voice21.org/	

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

Budgeted cost: £93,678

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia Implement and track targeted online intervention for lower attaining students, and those with SEND. Cohort identified as those disadvantaged (SEND and PP), and those screening with lower literacy. More timetabled intervention for literacy for students in Years 8 and 9 in 2023-24.	Acquiring basic literacy skills in reading comprehension, word study and spelling are vital for students' progress across the curriculum: EEF Lexia study Improving Literacy in Secondary Schools 2022-23: School evidence shows that literacy skills for students who are engaging with this intervention are steadily increasing.	1, 2
Small group and 1:1 Phonics interventions Targeted support for KS3 students who screen as non-functional in reading and spelling. In 2023-24, more timetabled time for Year 7 identified cohort to complete phonics intervention programme. 1:1 intervention for students with persistent literacy difficulties. From 2022-23, use of EXACT for reading and spelling baselines for whole Year 7 cohort for more accurate identification.	Solid evidence base for teaching of phonics as a tool to improve decoding and spelling skills. Phonics teaching High evidence base and impact for small group and 1:1 interventions: EEF 1:1 tuition 2022/23: Additional maths and English teachers allow for smaller class sizes, increasing student-teacher interaction during lessons.	1, 2
Interventions in English and maths Targeted enrichment support for Year 11 students. Group tracked and monitored and changes	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	1, 2, 3

made where necessary throughout the year. Identification of cohort has clear focus on disadvantaged students.	[One to one tuition	EEF (educationendowmentfoundation.org.uk)](#) And in small groups: [Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF](#) After school sessions in English and Maths on a weekly basis.	
Priority support for KS4 students Produce an overview of Targeted Academic Support at KS4. Develop and implement after school taught programme and supervised study with monitoring of attendance. Increased tracking of students' attendance with a focus on key students in 2023-24.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups: [Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF](#) After school sessions and enrichment sessions in the overwhelming majority of subjects. Attendance monitored to ensure attendance of disadvantaged students.	1, 3, 4
Mentoring Implement Vespa Academy growth mindset mentoring programme with targeted cohort of disadvantaged Year 11 students. Pair students with a staff member to work as mentor throughout the year. Develop independence, resilience, and revision skills, as well as improving vision for the future. Identify students by the end of term 1 of year 11 in 2023-24. In 2023-24, a small cohort of KS3 students to participate in The Brilliant Club's Scholars Programme to develop knowledge, skills and confidence to secure a place at a competitive university.	1:1 mentoring each week with a positive role model to build relationships and help to overcome challenges has been proven to have a positive impact: [EEF Mentoring](#) Mentoring programme developed to include parental engagement on a regular basis. Positive impact in 2023-24 for those on Vespa programme (KS4 outcomes).	1, 4, 6

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

Budgeted cost: £147,422

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed STRIVE New behaviour system implemented in school to further develop whole-school consistency; track students' behaviour; monitor suspension and exclusion data; adjust behaviour management in line with individual need and through the use of pastoral support plans and targeted intervention (incl. sessions with mentors, counsellor, family support worker, TRAX) Intervention programmes for some students who present as disengaged from education: ● Cohort identified for Foundation Futures	Ensuring good behaviour both in and outside of classrooms is vital in students' progress and wellbeing: EEF Improving Behaviour in Schools Timpson Review of School Exclusion (May 19) makes clear the need for effective behaviour management in schools (to establish and maintain high expectations) and the need to understand and respond to the needs of individual children (so they are supported to meet those expectations) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_review.pdf	4, 6
Provision-mapping for all students of academic, pastoral and extra-curricular provisions. Implementation of form tutor termly reviews and tracker to monitor participation. Identify reasons for non-participation in extra-curricular activities with student voice in 2023-24. Development of TLR role for wider opportunities to focus upon tracking and monitoring, and also developing new opportunities for key students.	Students who participate in extra-curricular activities can have positive impact on attainment, attendance and wellbeing. Impact of extracurricular activities	4

Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. 2023/24 update Implementing A*Attendance to aid early intervention.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Improved engagement from parents and carers at an earlier stage of declining attendance. Evidence suggests that approaches that focus on engaging with parents have promise, in particular, personalised communications to highlight the importance of attendance to learning and the school community.	5
Utilising the principles from Inclusive Attendance to improve engagement and support for disadvantaged students through whole staff attendance training	Disadvantaged students can have a wide range of barriers to overcome. Inclusive attendance builds on the principle that attendance is everyone's responsibility, rather than a top-down approach to broaden support.	
Developing the use of attendance awards to reward individual students with improved attendance and students who have achieved personal attendance milestones despite barriers.	A recognition-based system, rather than a purely rewards-based system encourages intrinsic motivation and, when effectively utilised, emphasises the importance of school attendance without imposing additional pressure on children or families. More children will be recognised for their achievements, irrespective of achieving near perfect attendance, promoting a sense of belonging for all, strengthening the bonds between the school, children, and families. Evidence varies, however individual student recognition, and whole class incentives may produce a positive impact upon some students' attendance.	

Poverty Proofing Continue to consider Poverty Proofing and recommendations following 21/22 Children NE full Poverty Proofing audit. Continue to consider how to reduce financial challenges for students. Continue to publicise Family Support email. Provision of Breakfast Club with the DfE's National School Breakfast Programme. Track and monitor breakfast club provision and further analysis of food uptake (dining hall/packed lunches). Provide school uniform to families in need of financial support In 22/23 launch of a swap shop event for pre-loved uniform. This will continue with other swap shop events in 2023-24.	Clear evidence of impact of poverty upon education and other factors (including health). Poverty is a strong predictor of educational attainment with more than 6 in 10 children on free school meals failing to secure 5 good GCSEs. Overall, this means a national gap in outcomes of around 27% at Key Stage 4 between those pupils on Free School Meals and other pupils: Poverty Proofing the School Day Evidence suggests that children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day's lessons: Impact of breakfast clubs	4, 5
Thrive Implementation and delivery of Thrive programme with Year 8 students to improve wellbeing. Implementation and delivery of Thrive approach as a targeted 1:1 and small-group intervention for small cohort of SEND/PP students. More timetabled intervention and increased size of cohort in 2022-23, with greater evaluation of impact.	Evidence that developing students' self-regulation skills can improve emotional wellbeing. Thrive programme Trauma-informed strategies can support students' wellbeing. The Thrive Approach Educational Psychologists' views study into Thrive Approach: EP views Thrive Study	4, 6
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.	All

Total budgeted cost: £363,393

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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using national Key Stage 4 performance data and our own internal summative and formative assessments.

For 2023, the score for Attainment 8 (which is a measure of GCSE attainment across 8 subjects) was 41.9 (an increase from 39.5 in 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 -0.57. Again, this is an improvement from -0.63 in 2022. See DfE guidance for more information about KS4 performance measures.

We have compared our results to national figures to help gauge the performance of our disadvantaged pupils. The national Attainment 8 score for disadvantaged pupils in 2022/23 was 34.9 and for non-disadvantaged pupils it was 50.2. For Progress 8, the national average score for disadvantaged pupils was –0.57 and for non-disadvantaged pupils it was 0.17.

The main headline figure for the percentage of disadvantaged pupils achieving a grade 5+ in both English and maths in 2022-23 at STM was 30.2%. This is higher than the national average of 25%. 64% of our disadvantaged students achieved 4+ in both English and maths (a significant increase from 49% in 2022). The percentage of disadvantaged students achieving a grade 4 or higher in English was 67% which was significantly above the national average for attainment. Attainment in Maths had an average points score of 4.2 which is significantly above the national average.

EBacc entry for disadvantaged pupils was 52.8% (31% in 2022) which is almost double the national figure of 27.7%. The average grade achieved by our disadvantaged students on their Ebacc subjects was 3.7 which is higher than the national average of 2.97.

In conclusion, the data from 2022/23 provides evidence that the attainment of disadvantaged pupils at STM is significantly higher than peers nationally, and progress is in line with the national average. Progress and attainment of our disadvantaged students is increasing across most measures. The gap between disadvantaged and

non-disadvantaged students at STM significantly narrowed, despite the national gap widening.

2022/23 STM PP Attendance was PP 84.8%, Non-PP 93.2%, a gap of 8.4%. This can be compared to North East Regional FFT data, where PP attendance was 83.9%, Non-PP 92.5%, a gap of 8.6%. From this data we have higher PP attendance compared to the North East Region, and a smaller gap between PP and Non-PP of -0.2%.

Attendance strategies focussed on addressing identifying students with low attendance, and implementing a specific approach depending upon individual needs. Barriers to attendance were identified and a range of approaches were utilised including contact with home, interviews, home visits, referrals to Learning Mentors, Family Support Worker or School Counsellor, referrals to External Support Agencies, Connexions and working with the Attendance and Placement Team (LA). Pastoral, SEND and attendance teams work closely together to focus upon key students.

Following the review of outcomes some adjustments have been made to the plan. The approaches that we have implemented have had some positive impact. We have also evaluated impact and approach and have made changes for 2023-24 as outlined in this strategy statement. For example, we continue to have Disciplinary Literacy as one of the main priorities within school and department CPD, developing more of a whole-school approach with a focus on oracy this year. Following our OFSTED report, in 2023-24 there is a teaching and learning focus on participation of all, and particularly disadvantaged students, through questioning techniques. Adaptive teaching to ensure that all students are able to access information and make progress is also foregrounded in school CPD and strategy.

We recognise the importance of improving students' literacy and used the EXACT screenings for both reading and spelling with our new cohort to ensure early and accurate identification of those needing greater support and intervention, as well as having more detailed information about the specific areas for intervention. Nearly half of all students within our reading intervention cohorts are disadvantaged.

We aim to further develop our monitoring and tracking of extra-curricular opportunities so that we can have a more strategic approach to increasing participation.

We continue to prioritise our intent which is to support our disadvantaged students, ensuring we have an inclusive approach where all of our students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. We understand the importance of both pastoral and academic development of our students, and have a clear ethos that it is the responsibility of all staff to support this.

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
Lexia Power Up Program	LexiaUK
Poverty Proofing the School Day	Children NE
Thrive programme	The Thrive Programme 2021
VESPA mentoring	VESPA
National School Breakfast Programme	Family Action
M10 Mentoring	The Boys' Network
Foundation Futures	Foundation Futures

Further information (optional)

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 pupils.

We used the [EEF's implementation guidance](#) 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.