

LONDON NAUTICAL SCHOOL



Pupil Premium Strategy 2022 - 2023
and Review of 2021 - 2022

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	London Nautical School
Number of pupils in school	577
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers)	3 years (2021-22, 2022-23 and 2023-24)
Date this statement was published	31.10.22
Date on which it will be reviewed	3rd January 2023
Statement authorised by	Michael Schofield
Pupil premium lead	Amir Ali

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£215,715
Recovery premium funding allocation this academic year	£16,951
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	£232,666

Part A: Pupil premium strategy plan

Statement of Intent

At LNS we believe in excellence for all and have the highest expectations for every one of our pupils. Our success as a school is built upon a strong foundation of high standards, coupled with a relentless focus on improving the quality of teaching, learning and engagement, to ensure that all pupils are given every chance of developing the knowledge, skills and attributes to prepare them for their future through our exciting curriculum.

Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We strive to raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. Our Pupil Premium Strategy aims to address the barriers our disadvantaged children face and through rigorous tracking, careful planning and targeted support and intervention provide them access and opportunities to achieve academic success build cultural capital and enjoy their learning.

We aim for every single one of our disadvantaged children to reach at least national expectations in all areas. As a minimum, we want this group to achieve in line at which all non-disadvantaged pupils nationally achieve. Our priority is to minimise any learning gaps exacerbated during the prolonged absence, and to promote the well being and effective learning of all pupils and to achieve this we put specific measures, supports and interventions in place for our disadvantaged children to enable them to transcend the barriers which sit in their way. High quality teaching and learning that is fully inclusive is the most effective way to secure sustained improvements in student outcomes. This process is supported by a pastoral system that assists students in overcoming social, emotional and behavioural barriers to success.

This document outlines LNS's holistic approach to closing any achievement gap, specifically tackling educational impacts of disadvantage. It outlines how the school will utilise the Pupil Premium Grant (PPG) to effectively raise standards of attainment and achievement and improve the well being for disadvantaged students.

The Pupil Premium strategy is embedded within whole-school improvements and runs through the school development plan, Meeting the needs of our disadvantaged students and driving their academic success, enjoyment of learning and cultural capital are a priority in our SEF and also incorporated this into our Appraisal cycle for 2022-23

Challenges

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

Challenge number	Detail of challenge
1	Historically inconsistent performance of our non-PP students where progress of our disadvantaged pupils is below the progress of our non-disadvantaged pupils. Last year the attainment of our pupil premium pupils was below the national average for % basics 9-4 and 9-5.
2	Inconsistencies in the teaching of disadvantaged students in different subjects Ensuring disadvantaged students develop and maintain strong learning habits and have the resilience and support necessary to be successful especially in their assessments and GCSE exams.
3	The attendance and punctuality of our pupil premium students historically is below non-pupil premium students. At key stage 3 it is 1-2% but a wider gap exists between 5-7% at key stage 4. This was in part due to Covid 19 and the associated attendance issues. Attendance and persistent absence which affects disadvantaged students more than others
4	Prior attainment indicates lower reading ages literacy gaps. The reading age of our pupils eligible for pupil premium is lower on entry than our non-pupil premium learners
5	Data suggests that pupil premium students are more at risk of exclusions due to continued behavioural issues Such behaviour issues are detrimental to learning for these students and those in affected classes.
6.	Due to external financial challenges and aspirational barriers pupil premium students may not take part in trips, extracurricular activities and fully participate in the life of the school.
7.	High levels of social, emotional, and mental Health problems. such as anxiety, depression and low self-esteem. This is partly driven by concerns about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges disproportionately affect disadvantaged pupils, including their attainment

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
To significantly improve the outcomes of students at key stages 4 and 5 through an exceptional quality of education, that meets the aspirations of parents and pupils in a safe and socially secure environment	<ul style="list-style-type: none"> • Raising attainment to ensure 70% 4+ and 45% 5+ in Basics measure • Progress 8 at least +0 • Improved post 16 academic outcomes to 0 and above overall- success criteria • Targeted intervention implemented for students at risk of underachieving. • Improved outcomes 2 year trend of

	sustained improvement.
Develop teachers who are knowledgeable and passionate about their subject, engage in research and plan sequenced lessons that inspire curiosity and develop independent, autonomous students	<ul style="list-style-type: none"> • 100% of all teaching is in line with whole school expectations with a focus on PP students to make sustained progress. • 100% of teachers actively searching for and using research effectively to improve practice Lessons should be demonstrating the LNS Lesson expectations
Improve attendance levels to 95% of PP students	<ul style="list-style-type: none"> • PP students will achieve attendance percentages in line with national averages. and school target of 95% • PA rate for PP will be in line, or lower than national averages. • To reduce the in-school variance between PP and non-PP attendance to 0%.
Improve pupils reading fluency across the school.	<ul style="list-style-type: none"> • Pupil's show an increase in reading ages across year groups.and developed vocabulary. • Literacy strategy fully embedded across the curriculum • Book looks and learning walks in English and across the curriculum demonstrate that students are making progress in their literacy • Improved attainment in all subjects
To support PP student with behavioural needs which is having detrimental effect on their academic progress	<ul style="list-style-type: none"> • Reduce the number of behaviour incidents logged for PP students, • Reduce the number of fixed term exclusions • Increased engagement is evident in classroom observations, access to the curriculum and progress.
Pupil-premium students have equal access to extra-curricular activities i.e. clubs and trips.	<ul style="list-style-type: none"> • Percentage of clubs and trips attended by pupil-premium is in greater proportion to the weighting within cohort • Increased range of extracurricular activities and trips which effectively enhances the curriculum offer for PP students • 100% of subjects offer opportunities.
To ensure access to medium to long term counselling support for students identified in need	<ul style="list-style-type: none"> • Impact through engagement in learning. • Improved confidence and self-esteem • Improved attendance. • Enhanced ability to attain and achieve at school

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: £164,141

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop teachers who are knowledgeable and passionate about their subject, engage in research and plan sequenced lessons that inspire curiosity and develop independent, autonomous students		2
<p>To support our teachers in developing in improving pedagogy, a key aspect of our CPD programme is research focused, engaging all teaching and support staff in evidence-based practice. All teachers engage in reading research as part of their CPD and apply it to subject-specific practice.</p> <p>Wider staff engagement in research underpinning LNS approach with specific links to whole school priorities and using access to National College Courses.</p>	<p>The EEF report on school improvement stated that high quality teaching is the best level of improved pupil attainment and overall school improvement. Their recommendation is that effective teaching is based on developing cognitive strategies and metacognitive strategies to support students learning.</p> <p>EEF suggest + 6 months feedback to learners</p> <p>EEF suggest +8 months progress for metacognition and self-regulation.</p> <p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p>	2
To ensure ongoing quality assurance of classroom practice follows a developmental coaching model. Teachers will be seen four times a year through Professional Development Visits (PDVs).		
All curriculum leaders using SMID and 4 matrix on a regular basis with specific focus on PP and overlap groups SEN, HAP		

HODs to analyse PP outcomes on a class by class basis and identify where there are specific gaps and share with SLT lead and action steps taken to address this,		2
<p>A greater awareness about the needs of PP students to enhance learning and teaching. Departmental meeting time and whole school briefing given to planning for vulnerable PP students. Staff given time to implement strategies at department level</p> <p>Individual support plans on SIMS, class charts to support staff in planning for PP students</p> <p>Pupil premium students highlighted in seating plans using class charts.</p> <p>Mark PP students and SEN students books first to monitor their progress and quality of work</p> <p>Use strategies from CPD on supporting disadvantaged learners from the pupil premium lead</p>		
Each department and year group to produce and implement their own pupil premium pledge with their most impactful strategies to support pupil premium outcomes.		2
Activity	Evidence that supports this approach	Challenge number(s) addressed
		4

Improve pupils reading fluency across the school.		
Reading to Learn programme for the whole school. Tutor time reading where the tutor reads to the students to model good reading fluency. Also includes WOW for the week	<p>EEF Improving Literacy guidance report (2019) recommendation 2 is to Provide targeted vocabulary instruction in every subject</p> <p>Regular tracking will enable us to rapidly diminish differences in reading ages of PP pupils.</p> <p>EEf study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months additional progress.</p> <p>EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions and to support students with the weakest levels of literacy, particularly in Year 7.</p> <p>Assessments in December and June in the academic year 2020/21 Star Assessment to take place 6 times a year for year 7 to support the regular tracking will enable us to improve reading ages of PP pupils</p> <p>All subjects to focus on SPAG within their subject areas. Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning Recommendation 5 Improving Literacy in Secondary Schools</p> <p>'Accountable talk' is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific. Teachers can support students by modelling high-quality talk, for example including key vocabulary and metacognitive reflection. Recommendation 6 Improving Literacy in Secondary Schools</p>	4
Accelerator Reading Programme and use of the Star Assessments		
Introduction of GL assessments to provide baseline data for KS3 reading ages and evidence of progress throughout the academic year. Analysis of PP data verses non-PP data. Focus on gap reduction and also support for PP pupils with low reading ages.		
Improving literacy in all subject areas using departmental literacy strategies daily word for lesson and termly literacy days		
A focus on oracy across all subjects.		
CPD for staff from the National Literacy Trust focused on disciplinary writing, academic writing texts embedded into department practice.	Disciplinary literacy is an approach to improving literacy across the curriculum	4

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

Budgeted Cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To significantly improve the outcomes of students at key stages 4 and 5 through an exceptional quality of education, that meets the aspirations of parents and pupils in a safe and socially secure environment</p>	<p>Rigorous monitoring and tracking of pupil progress through both faculties, and SLT link.</p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)</p> <p>Disadvantaged students have been disproportionately adversely affected in academic years 2019/2020 and 2020/2021 due to the national lockdowns, disruption to face-to-face teaching, and individual and cohort isolation. These have caused a gap in learning for all students, but particularly pupil-premium students who may have lacked the resources or support for home learning. One to one and/or small group tuition aligned closely to individual need is recognised to provide a platform for accelerated student progress</p>	1
<p>To ensure that year 11 PP students have access to all the necessary revision materials and resources in and out of lessons</p> <p>Support PP students obtaining revision guides, exam packs and workbooks in all subjects.</p>		1
<p>Run a year 11 revision programme led by teachers or academic mentors for targeted identified PP students, afterschool, tutor times, Saturday and holidays.</p> <p>Particular focus on core subjects. Teaching staff providing targeted intervention</p> <p>All disadvantaged Year 11 students to be afforded access to small group tuition via the School Led Tutoring programme</p> <p>Some pupils targeted in year 10 and 9 to be offered intervention based on diagnostic assessments</p>		
<p>Disadvantaged students to be targeted for attendance at intervention sessions, with attendance in line with cohort</p>		
<p>Evaluate and analyse progress of pupil premium students using SMID 4matrix, learning walks,</p>		1

<p>book scrutinies and include cross over of PP, SEN and HAP students</p> <p>All curriculum leaders using SMID and 4 matrix on a regular basis with specific focus on PP and overlap groups SEN, HAP HODs to analyse PP outcomes on a class by class basis and identify where there are specific gaps and share with SLT lead and action steps taken to address this</p>		1	
		1	
<p>Study Skills Sessions for KS4/KS5 students in preparation for summer exam series.</p>	<p>Students are more organised and able to access learning more effectively due to the study skills sessions.</p>	1	
<p>Provide a homework club for KS3 and KS4. TAs are employed to support students with organisation and completion of independent learning tasks</p> <p>Homework club provides students with an appropriate space and support and resources to complete homework, coursework, revision and independent study. This includes space to access online resources.</p>	<p>From school surveys disadvantaged pupils are less likely to benefit from having a space to conduct home learning.</p>	1	

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

Budgeted Cost: £58,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance levels to 95% of PP students and improve punctuality to school</p> <p>Reduce the gap at KS4 between PP and non-PP students</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	<p>The Department for Education (DfE) published research in 2016 which found that: • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 •</p> <p>The attendance of PP students to school is significantly below National expectations</p> <p>Ensure parents of PP students feel safe and confident engaging with school. . Attendance Manager and heads of year arrange appointments with poor attenders.</p>	3
<p>Attendance Officer uses Lambeth toolkit to monitor attendance data and track key individual students. Works closely with heads of year and SLT link.</p> <p>Pupil Premium attendance discussed at all senior team meetings and year team meetings. Strategy developed based on data</p>	<p>EEF Toolkit Parental Engagement suggests +3 months progress.</p>	
<p>Ensure all identified PP students with poor attendance to school have access to key staff including Attendance Officer Educational Welfare Officer, school social worker and Heads of year. Barriers to attending school are identified and a personal attendance plan is completed. Resources are provided through google classroom to support learning of poor attenders.</p>		

<p>Improve family home school liaison and relationships by supporting potential attendance barriers such as health issues (covid) uniform and food hardship.</p> <p>Work to improve attendance at progress evenings so that 70% of Pupil Premium Parents are in attendance.</p>		
<p>Provide a system of rewards and incentives for improved attendance to school. Personalised rewards and recognition to ensure whole school profile raised.</p>		
<p>Investigate whether there is curriculum package for some learners to engage them back into learning and to give aspirations for future success</p>		

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support PP student with behavioural needs which is having detrimental effect on their academic progress and reduce the use of fixed term exclusions</p>	<p>Creates a purposeful learning environment for all students. Clear expectations and boundaries for students. EEF Supporting Behaviour in Schools Guidance</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>EEF Toolkit - +3 months.</p>	5
<p>Provide particular and intensive skilled support and mentoring, to disadvantaged learners through school (pastoral staffing) and external programmes such as BAM (Becoming a Man) and FBB (Football Beyond Borders)</p> <p>Aims of the programme include improve education outcomes promote positive youth development and providing long-term, intensive support, built around relationships and young people's passions, in the classroom and beyond.</p>	<p>Disadvantaged student outcomes will not be improved if they lose valuable lesson time. Disadvantaged students have a higher national percentage of Permanent Exclusions.</p>	
<p>Monitor PP student's behaviour and achievement points through class charts. Track and evaluate patterns of negative behaviour points with PP students.</p> <p>Forensic analysis of class charts analytics identifying disengagement and targeting support accordingly</p> <p>Use pastoral staffing to positively reinforce attitude</p>		

<p>to learning, positive self-esteem and positive behaviours.</p> <p>Staffing of the LSC and consequence room to reduce need for exclusion</p>		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil-premium student have equal access to extra-curricular activities i.e. clubs and trips.</p>	<p>University of Northampton research increase cultural capital and engagement EEF Toolkit +4 months for outdoor adventure learning</p>	<p>6</p>
<p>Staff to actively promote clubs and trips to pupil-premium students via standardized wording within written communications.</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. An increase in representation of pupils in leadership opportunities.</p>		
<p>Attendance to be monitored.</p> <p>Develop a spreadsheet to monitor and evaluate the participation of pupil premium students in enrichment and extra-curricular clubs. Target year group and PP where the uptake is low.</p> <p>Attendance of clubs recorded on class charts</p>		

Subsidise trips for PP students depending on individual circumstances		
<p>Student voice and questionnaire to assess impact on trips and extracurricular activities.</p> <p>An increase in representation of pupils in leadership opportunities for example school prefects at KS4.</p> <p>Ensure all positive aspects of school life have proportionate representation of disadvantaged students</p>		
Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure access to medium to long term counselling support for students identified in need	<p>Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic.</p> <p>EEF Toolkit Social and Emotional Learning +4 months</p>	7

<p>The school employs school counsellor.</p> <p>Support available for pupil premium students by the school counsellor for one to one (long or short term) therapy, drop in sessions or group therapy this academic year. Provide targeted support to students to who require specific emotional support/intervention</p>		
<p>To provide breakfast for our most disadvantaged students to support them with their wellbeing, mental and physical.</p>	<p>Students who do not have enough energy through food and nourishment tend to have less focus and are at greater risk of underachieving.</p>	

Pupil Premium Impact Statement 2021-2022

The return to public examinations in the summer of 2022 after two years of Centre Assessed grades, coupled with the decision to slow the return to historic distribution patterns, mean that the analysis of unvalidated data is more challenging than in previous years. A number of elements of this review are therefore provisional and will be updated as fully validated data becomes available. Whilst, current internal data analysis indicates a 0.19 gap between disadvantaged and non-disadvantaged student performance, a number of areas of above cohort performance are also evident.

During 2021-22 the London Nautical School received £233,975 in Pupil Premium grant funding and an additional £33,179 in Premium Recovery funding,, and placed a strong focus on the delivery of Quality First Teaching for all and ensuring that disadvantaged students experienced meaningful learning on a day-to-day basis. The use of research focus CPD looked to enable staff to support students to become informed independent learners. Department reviews have been deployed to ensure that all aspects of the Quality of Education provided, enable strong progress for students in receipt of the Pupil Premium grant.

Considerable impact has been made with reducing the gap between PP and non-PP students' attendance and tracking behaviour through the use of both and new systems.

Funding has also been targeted to enrich students' Cultural Capital with an increasing number of extracurricular clubs and trips.

Expenditure, Actions and Impact

Intended Outcome	Expenditure	Actions	Impact
To significantly improve the outcomes of students at key stages 4 through an exceptional Quality of Education. Designed to meet the aspirations of all stakeholders in a safe and socially secure environment	£194,879	<ul style="list-style-type: none"> The deployment of additional staffing in core subjects enabled smaller classes throughout KS3-4 with an additional set in the number of classes in English, Maths and Science. Easter and half-termly revision session to support targeted PP students with their GCSE assessments in core subjects Art, Languages, Digital Media, PRE, History and Geography PP students given priority with tutoring with teaching staff, academic mentors, external tutors and with after-school and online evening sessions Additional tutor groups were created in January to improve progress of PP students in core subjects Data tracking - used more rigorously across the whole school identifying underachieving students and informing subsequent interventions were then put in place. HODs using SMID on a regular basis with specific focus on PP and overlap groups SEN, HAP. HODs 	<ul style="list-style-type: none"> Overall PP P8 score is -0.74, with cohort at -0.55. A number of subjects achieved a positive P8 value for disadvantaged students include Biology, Chemistry, Physics, Art, Spanish, French and Geography Subjects where PP students have performed well in terms of 9-4 include Art (100%), Chemistry (100%) Computing (100%) Geography (81%)

		<p>analysing PP outcomes on a class by class basis and identifying where there are specific gaps sharing with SLT lead and acting steps taken to address findings,</p> <ul style="list-style-type: none"> • Data Scrutiny Meetings with examination groups following data drops - with disadvantaged students a key focus. • Teachers upload all lessons to 'Google Classroom' allowing students not attending school due to self-isolation, quarantine or shielding through COVID-19 to access lessons. • All PP students supported throughout the year by the provision of revision guides, exam packs and workbooks in some subjects. 	<p>Physics (100%), Spanish (67%)</p> <p><u>Year 10 Summer PP 2022</u></p> <ul style="list-style-type: none"> • Significant positive movement by current Year 11 PP students as indicated by comparative predicted grades at the end of Year 10. Overall PP P8 score is -0.57, which is 0.32 above the 2021/22 cohort at the same point. Most subjects are above the cohort value which is -0.31. Subjects doing particularly well are BTEC sport, Biology, DT, French, PE, Spanish, Travel and Tourism. • All core subjects are in line or above the cohort value of -0.31
Develop teachers who are knowledgeable and passionate about their subject, engage in research and plan sequenced lessons that inspire curiosity and develop independent, autonomous students	£6250	<ul style="list-style-type: none"> • Research focused CPD programme engaged teaching and support staff in evidence-based practice. Teachers engaged in reading research as part of their CPD and applied it to subject-specific practice. Staff demonstrate a range of strategies being used across departments based on improving classroom practice. • Teachers are involved in supporting the CPD (SSAT embedding formative assessment research) of their peers through lessons drop-ins, co-planning and effective collaboration. More teachers identified as excellent practitioners and designated leads in 'Embedding Formative Assessment' • Staff training completed on the PDV process. PDVs have supported and enabled monitoring of the LNS learning philosophy and implementation. Regular review of PDV findings to 	<ul style="list-style-type: none"> • Curriculum reviews in the summer term have demonstrated the following: • Strong curriculum intent that is reflected in the structure of SOW and classroom delivery. • Use of the big picture is developing students' understanding of the purpose of the subject with clear evidence of knowledge being built upon over time. • Students articulate connections between topics well. The

		ensure individual and shared developmental needs are identified and addressed	<p>structure and sequencing of learning is coherent. Well sequenced curriculum that is focused on developing strong linguistic skills.</p> <ul style="list-style-type: none"> Teachers subject knowledge is strong
To support PP student with behavioural needs which is having detrimental effect on their academic progress Improve attendance levels to 95% of PP students	£58,525	<ul style="list-style-type: none"> Invested resources to increase pastoral support - including continued deployment of Pastoral Inclusion Assistant and School Counsellor across all key stages to address some of the significant barriers faced by disadvantaged students in their learning. Pastoral team and pastoral support assistants provided one-to-one and small group mentoring, specific personalised support programmes, reward programmes to support students Consistency provided through a whole school behaviour policy and positive attitude to learning (behaviour curriculum be ready, be respectful and be responsible). PP student's behaviour and achievement points monitored through class charts. Greater analysis of class charts analytics identifying disengagement and targeted support accordingly Behaviour expectations and '3R's' shared with families including how this information will be shared through classcharts. Provided particular and intensive skilled support and mentoring, to disadvantaged learners through school (pastoral staffing) and external programmes such as BAM (Becoming a Man) and FBB (Football Beyond Borders) School Cloud's reporting system enabled us to centrally monitor and review appointments and attendance. 	<ul style="list-style-type: none"> 25% reduction in percentage of negative behaviour points compared to Summer 2021. 25% reduction in 'on-calls' and student removals compared to Easter 2021. Very high proportion of positive to negative points: 94% in year 7 and 76% in year 8. Attendance in year 7 94% (1% away from the school target) and year 8 93% (2% away from the school target). Year 10 92% 'Improved punctuality to school – lateness reduced by 10% over the year. Use of the LSC and behaviour workers helped to reduce fixed term exclusions for PP students and support reintegration in the classroom. Parents who historically had not attended on-site Parents' Evenings used the online provision to meet with

		<ul style="list-style-type: none"> Student equipment for learning was subsidised for PP students to ensure they had access to learning. 	their child's teachers
Improve pupils reading fluency across the school.	£1500	<ul style="list-style-type: none"> Whole school CPD for staff on developing disciplinary writing in Easter term by the National Literacy Trust. 'Word of the Week' strategy fully embedded to develop student's vocabulary as well as their understanding of idioms through effective monitoring systems. Reading records introduced for KS3 to encourage reading within families Each department developed their own literacy strategy based on the two strands of encouraging more reading in the curriculum and increasing vocabulary of tier two and tier three words 	
Pupil-premium students have equal access to extra-curricular activities i.e. clubs and trips.	£6000	<ul style="list-style-type: none"> Trips subsidised for PP students depending on individual circumstances. An increase in trips and visits supporting the development of cultural capital activities. All subjects offer extra-curricular opportunities Staff promoted clubs and trips to PP students 	<ul style="list-style-type: none"> Over 70% of PP students say that they have gone to a club e.g PE, Sports Clubs, Football, FBB, Sea Cadets, Scholars programme, Brilliant clubs, Performing Arts, Drama, DT, Computing Club, STEM Scholars club Considerable impact of the scholars programme brilliant club, STEM scholars, model UN in terms of student's confidence, self esteem and stature through student surveys.
Total Expenditure	£233,985		

