

Pupil premium strategy statement 2023-24



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1070
Proportion (%) of pupil premium eligible pupils	30.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/24 To 2026/27
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Mrs C Eulert Headteacher
Pupil premium lead	Mr J Allen Assistant Headteacher
Governor / Trustee lead	Mr I Walker Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£307,395
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£84,042
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£391,437

Part A: Pupil premium strategy plan

Statement of intent

Colne Park High School is an inclusive learning community where “*No One Gets Left Behind*” and students are given opportunities to learn and succeed within a safe, well-ordered environment. We aim to raise the aspirations and attainment of disadvantaged pupils through a range of evidence informed experiences which complement their learning and expand cultural capital.

We are committed to all students making at least good progress. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including those that are high attainers. We realise that the gap has widened after the pandemic and will target resources at raising the attainment of disadvantaged pupils.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Pendle being in the most deprived 20% of the lower-tier local authorities within England on the IMD rank of average rank measure (data shows that the area has got relatively worse since 2015 on this measure). With, Whitefield in Colne the most deprived ward in England on the Living Environment domain. Pendle is also in the 20% most deprived areas in England for the health deprivation and disability rank of average rank measure and the living environment rank of average rank measure. For the employment deprivation rank of average rank Pendle is in the 20% most deprived areas in England for this measure. *(2019 deprivation analysis)*

Quality first teaching is at the heart of our approach, with a focus on areas in which pupil premium pupils require the most support in school. This is proven to have the greatest impact on closing the attainment gap and at the same time will benefit the non-pupil premium pupils in our school. Implicit in the intended outcomes is the intention that non-pupil premium pupils’ attainment will be sustained and improved alongside progress for their pupil premium peers.

Our approach will be evidence informed alongside research conducted by the EEF. Throughout the academic year the progress of pupil premium students will be closely monitored with a three tiered approach to assessment; regular low stakes assessment, half termly diagnostic assessments and termly summative assessments in order to act early to intervene and ensure pupil premium students are challenged in the work they are set. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school

Through effective use of this additional funding, Colne Park High School is fully committed to ensuring that the individual needs of each entitled child is met. As a result

of the additional funding, the school expects that eligible pupils will make better progress and achieve higher standards than would have been likely without it. This will be demonstrated by a narrowing of the Progress 8 gap. A key focus of the strategy will be to improve Pupil Premium outcomes:

- the % of eligible pupils achieving at least a grade '5' in English and Mathematics
- the % of eligible pupils entered for the English Baccalaureate
- the % of eligible pupils achieving their FFT20% Benchmark in English
- the % of eligible pupils achieving their FFT20% Benchmark in Mathematics
- The Pupil Premium Strategy Statement is a working document and outlines a whole school approach in which staff take responsibility for disadvantaged pupil 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	Progress of pupil premium students in comparison to non pupil premium students has improved on the previous year but is still a concern. Outcomes for pupil premium students in 2023 showed a 0.58 P8 gap, 2022 showed a 0.91 P8 gap, 2021 showed a 0.44 P8 gap.
2	Attainment at the end of Year 11 in English and Maths is lower for disadvantaged students compared to their peers. 2019 +5 E&M gap 30% and +4 E&M gap 27% 2022 +5 E&M gap 30% and +4 E&M gap 40% 2023 +5 E&M gap 19% and +4 E&M gap 28%
3	Our observations and data from attendance at parent evenings suggests that pupil premium parental engagement is lower than their peers.
4	Lower attendance rates for pupil premium students compared to non-pupil premium students. During the academic year 2022-2 school attendance was lower than previous years 91.1% (national average 90.7%) pupil premium was significantly lower 85.9% (pupil premium national average 85.3%). Further analysis showed that although the school attendance and pupil premium attendance was above national average our Year 11 attendance and in particular Year 11 pupil premium (79.1%) is below national average (82.9%) Persistent absence 2022-23 was 26% (national average 28%). However the percentage of pupil premium students that are persistently absent is much higher. Our observations indicate that absenteeism is negatively impacting the progress of pupil premium students particularly those student in Year 11
6	Lower than expected Reading levels on entry for pupil premium students. On entry to Year 7 (2023 KS2 Reading SS) 30% of our disadvantaged pupils arrive below age related expectations compared to 22% of non PP students.

7	Lower than expected numeracy levels on entry for pupil premium students. On entry to Year 7 (2023 KS2 Maths SS) 25% of our disadvantaged pupils arrive below age related expectations compared to 16% of non PP students.
8	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by the partial school closures due to the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps and social interactions resulting in pupils falling further behind age-related expectations</p>
9	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, 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. These challenges particularly 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
Improve attainment among disadvantaged pupils across the curriculum particularly in English and Maths and increase in pupil premium students entered at EBacc	<p>By the end of our current plan in 2026/27, 50% or more of disadvantaged pupils enter the English Baccalaureate (EBacc).</p> <p>In 2021/22 this figure was 10% (total EBacc entry for year was 28%) our 2022/23 shows the improvement to 43% (total EBacc entry for year was 58%)</p> <p>2026/27 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score >40. • an EBacc average point score of >3.5
To achieve improved wellbeing for all pupils, including those who are disadvantaged and sustain this over time.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • a significant increase in participation in enrichment activities including the DofE, particularly among disadvantaged pupils. • qualitative data from student voice, student and parent surveys and teacher observations.
Stronger pupil premium parental engagement through formal and informal communication	Stronger parental engagement between school and disadvantaged families through increased email and face to face communication targeted attendance at Parent Evenings and events such as the Year 11 Success Fayre.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between

	<p>disadvantaged pupils and their non-disadvantaged peers reduced to 3.5% (2022/23 7.6%)</p> <ul style="list-style-type: none"> the percentage of all pupils who are persistently absent returning to pre covid figures being below 13% and the figure among disadvantaged pupils being no more than 20%.
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved numeracy skills amongst disadvantaged pupils across KS3	Numeracy tests show improved skills amongst disadvantaged students and the gap between disadvantaged pupils and their non-disadvantaged peers is reduced.

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: £175,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide a comprehensive continued professional development programme for all staff focusing on subject pedagogy.</p> <p>Allocation of CPD time for faculties to focus on evidence based teaching strategies e.g WALKTHRU's and Great Teaching Toolkit - Evidence Review and Deliberate Practice to embed these habits</p>	<p>Great Teaching Toolkit - Evidence Review June 2020 'CPD must consider both subject knowledge and subject-specific pedagogy in order to achieve their full potential' Teacher Development Trust - Developing Great Teaching</p> <p>WALKTHRU's Tom Sherrington</p> <p>Focus on practice and retrieval (EEF Guidance Report on Metacognition and Self-Regulation, Dylan Williams – Formative Assessment Strategies).</p>	1, 2,
<p>Developing metacognitive and self-regulation skills in all pupils with a whole school approach to WALKTHRU's and Deliberate Practice.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths</p>	1, 2

<p>It will first be rolled out whole school and then developed as a faculty focus in allocated faculty CPD time.</p>	<p>attainment: EEF T&L Toolkit - Metacognition and self-regulation 7+ months</p>	
<p>Whole school plan for Reading including twice weekly focus allocated sessions in RISE to model reading aloud with tutor to model fluency.</p> <p>Including exposure to a diverse cannon of literature.</p>	<p>Ofsted Review of Reading EEF T&L Toolkit – Parental Engagement - 4+ months EEF T&L Toolkit – Phonics - 5+ months EEF T&L Toolkit – Reading Comprehension Strategies 6+ months Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject EEF Guidance Report Improving Literacy in Secondary Schools. Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: Why closing the Word Gap Matters – Oxford Language Report word-gap.pdf (oup.com.cn)</p>	<p>6</p>
<p>Develop a broad and rich vocabulary curriculum to address current deficiencies in the vocabulary of disadvantaged students with the development of Tier 2 and 3 subject specific language to provide improved access to the curriculum in all areas with a whole school approach including 'Words of the Week during RISE</p>	<p>'over four years, research has recorded that an average child in a professional family accumulated experience of almost 45 million words; in a working-class family, 26 million words: and in a family receiving welfare, 13 million words'. Meaningful differences in the experiences of young children Hart and Risley Landmark Study 1995</p> <p>On average reading comprehension approaches improve learning by an additional six months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. EEF T&L Toolkit Reading Intervention Strategies: High impact low cost based on extensive evidence 6+ months</p>	<p>5, 6</p>
<p>Purchase of standardised diagnostic GL assessments for Reading and CAT4D. In addition to the development of in house standardised assessments. Training will be provided for staff to monitor in house variation in identifying gaps</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests - Assessing and Monitoring Pupil Progress - EEF</p>	<p>1, 2, 6, 7</p>
<p>Daily use of Knowledge Organiser within form time and weekly retrieval quizzes for core knowledge in each subject.</p>	<p>Focus on practice and retrieval (EEF Guidance Report on Metacognition and Self-Regulation, Dylan Williams – Formative Assessment Strategies).</p>	<p>1, 2</p>

<p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)</p>	<p>7</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Release staff to develop a cross phase approach with KS1 to KS3 within the Trust. Curriculum Cross Phase Senior Leader, Personal Development Senior Leader, Languages Leader.</p>	<p>EEF T&L Toolkit - Collaborative learning approaches: high impact low cost based on extensive evidence 5+ months</p>	<p>6 and 7</p>
<p>Allocation of an additional English teachers to reduce the number of students in class</p>	<p>Research with other successful schools and school experience of the merit of quality first teaching in the use of marking, feedback and homework. EEF T&L Toolkit – Small group tuition - rating: moderate impact low cost based on moderate evidence 4+ months</p> <p>Reducing the number of pupils in a class to 20 or below suggests the range of approaches a teacher can employ and the amount of attention each pupil will receive will increase. EEF T&L Toolkit – small group tuition - rating: Moderate impact +2 months</p>	<p>1, 2, 5, 6 and 7</p>
<p>Engaging with the National Tutoring Programme to provide a</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective</p>	<p>5, 6 and 7</p>

<p>blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>The focus for NTP funding 2022/23 was on narrowing gaps in English and Maths in Year 10 and 11.</p> <p>The focus for NTP funding 2023/4 is reading interventions.</p>	<p>method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF EEF T&L Toolkit rating: One to One tuition: high impact for moderate cost based on moderate evidence +5 months</p>	
<p>RAG meeting to identify Academic and Pastoral interventions for Year 11 students (weekly) Year 10 (half termly). Key staff Headteacher, Assistant Headteacher RSL, Lead Practitioner, Assistant Headteacher Behaviour Lead, DSL, SENDCO, Attendance Lead, Assistant Headteacher English and Lead Practitioner Maths.</p>	<p>EEF T&L Toolkit rating: Mentoring 2+ months</p>	<p>1, 2, 8</p>
<p>Maths and English intervention groups during afternoon RISE sessions and one to one and small group during morning sessions. Targeted from the RAG meeting.</p>	<p>EEF T&L Toolkit – small group tuition - rating: Moderate impact +4 months</p>	<p>1, 2</p>
<p>Targeted KS3 intervention to support phonics and fluency during morning form time and RISE.</p>	<p>EEF T&L Toolkit – small group tuition - rating: Moderate impact +4 months Moving Forwards, making a difference: Reading fluency in Key... EEF (educationendowmentfoundation.org.uk) Fluency EEF (educationendowmentfoundation.org.uk)</p>	<p>6</p>

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

Budgeted cost: £91,437

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance - Attendance support worker to intervene with PP pupils in school and support home visits.</p> <p>Development of risk registers and attendance tracking sheets.</p>	<p>FFT data shows that schools with significantly reduced persistent absence levels have higher attainment. FFT Datalab Report</p> <p>EEF Rapid Evidence Review: Attendance interventions</p>	5
<p>Develop approaches to engage 'hard to reach parents' as partners in their child's learning. Targeted communication through email to disadvantaged families and improve communication through all social media outlets and weekly Microsoft Sway 'Parents at Park.' Establish an online system of appointments at parents evening to target parents who don't usually attend increasing engagement. Events including the Year 11 Success Fayre to engage parents in revision and accessing resources.</p>	<p>EEF T&L Toolkit – Parental Engagement - rating: moderate impact low cost based on extensive evidence 4+ months</p> <p>Research shows that the more parents get involved with school the more likely their child will:</p> <ul style="list-style-type: none"> • Achieve better grades • Score more highly in tests • Higher attendance rate • Improved social skills • More likely to complete homework • Have a more positive attitude to school • More likely to graduate from Higher education <p>(Parent Partnership Research)</p>	4 and 5
<p>Contingency fund for acute issues e.g uniform, shoes, basic stationary, support for trips and visits including end of year museum and cultural attractions to expand cultural capital.</p>	<p>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.</p>	4, 5, 8 and 9
<p>Raise the aspirations of disadvantaged pupils through a range of experiences which</p>	<p>There is a culture of low educational aspiration within certain groups of disadvantaged pupils evidenced within</p>	5, 8 and 9

<p>complement their learning and expand cultural capital</p> <p>Through our Personal Development Days and Curriculum Enrichment design a programme of additional activities which provide key social, economic, and creative development.</p> <p>Intrinsic Personal Development running 3 days a week throughout the year.</p> <p>Regular assemblies with external visitors, colleges and employers.</p> <p>Appointment of a SLT designated role for careers SCH working across the trust and Key stages</p>	<p>pupil voice and lack of parental experience of higher or further education.</p> <p>The Sutton Trust commissioned report <i>Subject to Background</i>, based on data produced through the Effective Pre-School, Primary and Secondary Education (EPPSE) project found that bright dis-advantaged children would be more likely to attain 3 A-Levels if, in addition to a high quality education, they had enrichment and supportive home learning environments from a young age. This included reading books and going on educational outings in the early years of secondary school.</p> <p>The Social Mobility Commission report <i>An Unequal Playing Field</i> uncovered evidence that extra-curricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks.</p> <p>Whilst there is no direct focus on cultural capital within the EEF T&L toolkit, there are evaluations of approaches which are linked to it.</p>	
<p>Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions. This is led by school mental well being workers</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	<p>5, 8 and 9</p>
<p>Establish a Team around the Disadvantaged Cohort (TAD) to effectively remove or minimise barriers to their learning. Allocation of a SLT role with the responsibility of raising pupil premium achievement and monitoring quality of education.</p>	<p>Research from other successful schools where this has made impact. Clear identification of those pupils who are disadvantaged and robust tracking and monitoring to ensure they do not fall below that of their peers- rapid intervention when/if gaps appear. Internal reviews of leadership. The EEF and last external PP audit indicated the merit of quality first wave teaching in the use of marking, feedback and homework.</p>	<p>8 9</p>

	This will be evidenced in work scrutiny documentation.	
<p>As part of TAD - staffing in the Pastoral Welfare Team to work closely with pupil premium students, mentoring and supporting to improve attendance, behaviour for learning and achievement. As our pupil premium cohort is 30% of the whole school, we allocated this towards their salary.</p> <p>As part of the Pastoral House Team the Director of House is supported by two Assistant Directors of House</p> <p>A cohort of 20 students have been identified for 'reset' support in 'The Bridge'</p>	<p>Previous success at school backed up by EEF and Sutton Trust research. Clear identification of those pupils who are disadvantaged and robust tracking and monitoring to ensure they do not fall below that of their peers- rapid intervention when/if gaps appear.</p>	<p>8 9</p>

Total budgeted cost: £ 391,437

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The school strategies were implemented across all tiers with evidence of positive impact across elements of the tiered approach. The data shows a narrowing of the attainment gap in comparison to the previous year and a return closer to the outcomes pre COVID of 2019.

	Gaps Year 11 Outcome		
	2023	2022	2019
Progress 8 gap	-0.58	-0.91	-0.44
Attainment 8 gap	-12.03	-16.82	-13.4
English & Maths (9-7)	-5.88%	-4%	-12%
English & Maths (9-5)	- 18.8%	- 30%	-30%
English & Maths (9-4)	- 27.4%	- 40%	-36%

The percentage of pupil premium students leaving with a 4+ in E&M was 41% (8% higher than 2022 but lower than 2019) and 5+ in E&M 23% (3% higher than 2022 and significantly higher than 2019). However, this is significantly below their non pupil premium peers. The successes in last year's plan such as small group interventions in English and Maths at KS4 and literacy and numeracy interventions in KS3 will be adapted for the current strategy.

The teaching strategy was well implemented, understood by all and created an environment for consistency across teaching. This teaching approach strategy has been expanded to ensure consistency and ambition. The introduction of the weekly RAG meetings to ensure resources are focused on student achievement and progress will allow swift action to be taken when risk of possible underachievement is identified.

Data from summative and formative assessments show that the pupil premium P8 gap is predicted to be -0.59 and it is expected that there will be an increase in 4+ E&M 55% and 5+ E&M 27% in the summer 2024.

Although overall attendance in 2022/23 was lower than pre covid (all pupils 91.1% and pupil premium 85.9%) it was higher than the national average (90.7%) for all and pupil premium (85.3%). All year groups were above the national average for pupil premium apart from Year 11 Park PP= 79.1% national averages PP=82.9%)

However, a major concern last year was the percentage of pupil premium students that were persistently absent. Persistent absence of pupil premium students has increased post covid at a higher rate than their peers (41.7% of pupil premium students were persistently absent 2022/3 in comparison to the whole school PA which was 25%) The percentage of pupil premium students who are persistently absent has shown some improvement from the previous year 2021/22 which was 49%. It is important that interventions with pupil premium attendance continue to be a major focus this year.

2022/3

FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
FSM6	334	School	85.9%	89.8%	88.4%	84.7%	85.0%	79.1%
		FFT National	85.3%	88.7%	86.2%	84.2%	83.0%	82.9%
		Difference	+0.6%	+1.1% ●	+2.2% ●	+0.4%	+2.0% ●	-3.8% ●
Not FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
Not FSM6	733	School	93.5%	94.9%	93.9%	92.6%	93.7%	92.4%
		FFT National	92.6%	94.4%	93.1%	92.1%	91.7%	91.4%
		Difference	+1.0%	+0.5%	+0.8%	+0.5%	+2.0% ●	+1.0% ●

FFT research shows the impact that poor attendance has on GCSE results. Nationally students with an attendance below 80% attain 0.5 grades below in every subject. However, the effect of poor attendance has a more dramatic effect at Park High School with those students below 80% average GCSE value added -1.9 grades (2022 FFT data)

Currently this academic year 2023-24 pupil premium attendance is in line with national averages 87% (FFT). Year 7 and 11 pupil premium attendance is above national averages with Year 8, 9, 10 slightly below national averages. Attendance is still a challenge, and the strategy amendments reflect this with an updated model to ensure we support students with regards to their attendance.

	Year to date
School Pupil Premium Attendance	87%
FFT Pupil Premium Attendance	87%
Difference	0

We will continue to use on-line parents evening to engage high numbers of parents (>70%) and with Year 7 and 11 will continue to offer two parent evenings per year. Feedback from parents is strong for Year 11 Success in October which offers face to face support for parents with revision and curriculum covered and this will continue in the calendar.

Our assessments demonstrated that wellbeing, mental health, and pupil behaviour are still impacted due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions and monitoring procedures where required. The success of interventions and staffing in the pastoral team and mentoring will be built on in our current plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year
<p>We currently have 4 service pupil premium students (0.4%). There has been no separate strategy for these 4 students. However, in May a dedicated member of staff has been identified to support these students. All 4 service children attended a careers day last summer organised by the NHS to raise aspirations and careers awareness.</p> <p>Each the four students has a monthly review to check in on their wellbeing and support with anxiety and loss when a family member is deployed. Referrals as required are then made to the Student Wellbeing Team.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Three of the four students have good attendance and are making good progress in school. 2/4 students attend extracurricular clubs on a regular basis.</p>

Further information (optional)

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantaged on education outcomes and how to address educational disadvantage. This involved working collaboratively across the Pennine Trust and forming a Pupil Premium Working Group.

Additionally, engaging in the research schools network with **Blackpool Research School and EEF Making the Difference Programme**. This does not only ensure our strategies are evidence informed but it also ensures we have and use the latest educational research to support our disadvantaged students as the EEF's primary purpose is to close the disadvantaged learning gap.