

2024 - 2025 - Pupil premium strategy statement – Ricards Lodge High School

This statement details our school’s use of pupil 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
School name	Ricards Lodge High School
Number of pupils in school (Yr7 - 11)	1170
Proportion (%) of pupil premium eligible pupils	28% (322)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2025
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Kate Page
Pupil premium lead	Henrike Wilford
Governor / Trustee lead	Chris Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£329,990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£329,550

Part A: Pupil premium strategy plan - Statement of intent

When creating our PP Strategy we recognise the importance of considering the context of the school and the subsequent challenges our disadvantaged students face. We have and will continue to use research conducted by the EEF and recognised literature (such as 'Addressing Educational Disadvantage' and 'Learning without limits' by Marc Rowland) to support decisions made around the usefulness and implementation of different strategies. We recognise that the challenges are varied, the issues complex and there is no 'one size fits all'. As recognised by the EEF we acknowledge that 'Quality first teaching is the most important lever our school has to improve outcomes for disadvantaged students' and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and teaching assistants on areas such as disciplinary literacy, digital literacy and metacognition, self regulated learning and embedding formative assessment and we will ensure we continue to recruit and keep high quality teachers.

The key principles of our strategy are:

- Building positive relationships - every positive interaction with our disadvantaged students and their families has the power to bring about positive change.
- High expectations for all - all students should take pride in their individual achievements and have a positive perception of themselves as learners.
- Individualised approach to address barriers – disadvantaged students should not be treated as a homogeneous group. All should understand that labels can create unconscious bias and set limitations.
- Inclusive quality first teaching with memorable teaching experiences in which all are expected and enabled to participate. Teachers need to be confident in identifying and understanding how disadvantage impacts learning. With clear diagnostic and formative assessment embedded for all.
- Independent learners - students are explicitly taught to self regulate their learning.
- Physical, social, emotional and mental well being are embedded into all aspects of school life for our disadvantaged students.
- Clear, responsive leadership – setting high aspirations and responsibility for raising attainment to all staff and students. Making decisions based on data and responding to evidence – frequently

Our four overarching objectives are:

1. To narrow the attainment and progress gap between disadvantaged students and non-disadvantaged students in all subjects even further. All disadvantaged students to make or exceed nationally expected progress rates (P8 = 0)
2. To ensure the attendance of disadvantaged students is inline with those of non disadvantaged students and to close the gap in all year groups.
3. To provide a range of opportunities to ensure that all disadvantaged students are given the opportunity to engage in the wider curriculum, develop their cultural capital and have high aspirations.
4. To support disadvantaged students with inclusion and external agency support to overcome social and emotional barriers to learning.

Challenges and Barriers

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

Challenge number	Detail of challenge
1	Some students entering KS3 have weaker literacy and numeracy skills many of whom are on the SEN register
2	Some students have lower reading scores and are therefore finding it more difficult to access and understand subject specific vocabulary.
3	Less progress for some disadvantaged students in GCSE Maths and Computer Science
4	Less progress for some disadvantaged students in some EBACC subjects notably Spanish and in KS4
5	Lower attainment and progress for some disadvantaged students in some practical subjects at KS4 including Art Textiles, Food technology, Music, Drama and Sport.
6	Our assessments, observations and discussions with students suggest some disadvantaged students have struggled with independent learning outside the structured school day including organising online learning, homework and revision. Ensure all students have equity in access to digital resources to support home and school learning. These findings are backed up by several national studies.
7	Student voice and monitoring of attendance suggests the participation in extracurricular and enrichment activities for our disadvantaged students falls behind that of non disadvantaged students.
8	Our assessments, observations and discussions with pupils and families suggest less access to aspirational and academic support for some of our disadvantaged students and under represented groups. These findings are backed up by several national studies.
9	In some cases attendance and punctuality is not in line with the expected standards of RLHS.
10.	Our observations, discussions with students and families and referral to inclusion suggests that the education and wellbeing of many of our disadvantaged students are not as resilient to barriers to learning as other pupils. These findings are backed up by several national studies. On average a PP student is twice as likely to get a behaviour point than a non PP student and 5.5% fewer achievement points.

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 outcomes (<i>specific outcomes and how they will be measured</i>)	Success criteria
1.	Cohesive whole school leadership and approach surrounding narrowing the gap	Increased focus and awareness of PP students by all staff with regular professional dialogues taking place between staff, students and families. PP champion liaises between departments, Pupil premium pastoral leads, PP partnership lead and the EAL and Literacy coordinator. High PP family engagement in school events and improved communication.
2	Low prior students are engaged in the KS3 literacy and numeracy programmes and there is a culture of quality first teaching across the whole school supported by regular research focused professional development.	Progress for disadvantaged students in KS3 maths, English and Science is inline with non disadvantaged students
3	All disadvantaged students are engaged with the Accelerated Reader programme and read independently every day for at least 20 minutes	Growth in reading age is in line with the rest of the school or exceeds it
4	Improved outcomes for disadvantaged students in KS4 Maths and Computer Science with the gap closing.	Students' progress in Maths and Computer Science increases and the gap continues to close in these subjects.
5	Improved outcomes for disadvantaged students in some MFL subjects with the gap closing.	Students' progress in EBacc subjects continues to increase and the gap continues to close in these subjects.
6	Improved outcomes for disadvantaged students in some practical subjects at KS4 specifically Music,Drama,Food Tech and Art Textiles and Sport.	Students feel supported and engaged in practical subjects and can access resources needed and the gap closes in these subjects.
7	Students have become more effective independent learners and they have been supported in developing the skills needed to access online learning and revise effectively.	Students have developed more effective self regulation skills and feel they have been provided with the resources they need to catch up on lost learning due to Covid 19. All students can access online learning at home and are supported through the Chromebook scheme.
8	To provide a broad and enriching programme of extra curricular opportunities which is regularly monitored	Monitoring shows more PP students taking part in extracurricular and enrichment opportunities.
9	Identified PP and MAGT PP students have targeted interventions and are provided opportunities to work to identify and overcome barriers to progression and raise aspirations. (Targeted to Yr8, 9, 10 and 12.)	High prior attaining disadvantaged students results improve in line with aspirational targets and they go on to high quality destinations.
10	To reduce the percentage of PP students that are PA	Reduced percentage of PP PA's

11	Disadvantaged students are supported in school and with outside agency support to overcome emotional and other setbacks and are more resilient and are thus better able to focus on their learning and future plans.	Students engage with and participate in the support offered by the Inclusion team and report that they are safe and happy in school with an eye to the future. Reduction in Behaviour points and fixed term exclusions. Increased attendance and engagement Increased confidence and resilience
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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)

Activity	Evidence that supports this approach	Outcome number(s) addressed
Member of the SLT team to work closely with a designated team of staff with specific Pupil Premium responsibilities to close the disadvantage gap	Successful schools 'have clear, responsive leadership.' DFE 'Supporting the Attainment of disadvantaged pupils: articulating success and good practice' EEF Implementation Guide states that 'school leaders play a central role in improving education practices through high-quality implementation' by 'defining both a vision for, and standards of, desirable implementation'. https://www.nfer.ac.uk/recovery-during-a-pandemic-the-ongoing-impacts-of-covid-19-on-schools-serving-deprived-communities/	1
Provide additional staffing for lower ability disadvantaged groups in KS3 to support the development of literacy and numeracy skills and support the Cedar Base model. Continue to recruit excellent TA's who have been upskilled to feel confident in their roles. Continue to support the implementation of the EAL strategy and support staff in using digital resources for EAL support particularly for all early stage learners Continue to grow the ELSA Support as part of small group interventions in the Cedar Base.	High quality teaching for all - as identified in the NFER research relating to disadvantaged students. https://www.nfer.ac.uk/recovery-during-a-pandemic-the-ongoing-impacts-of-covid-19-on-schools-serving-deprived-communities/ The EEF teaching and learning toolkit also identifies the positive impact that reducing class sizes has on outcomes. Increased opportunity to provide feedback on learning using a variety of EFA strategies. EEF toolkit Small group Tuition +4 months EEF Toolkit Reduced Class sizes +2 months EEF Toolkit Social and emotional learning Targeted support +4 months	2

<p>Continue to support the whole school literacy coordinator to implement AR and literacy programmes in KS3 and KS4 and deliver CPD on current thinking around literacy in Secondary schools.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-disciplinary-literacy Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English and EBacc subjects word-gap.pdf (oup.com.cn) EEF Toolkit – Reading comprehension - +6 months impact EEF Toolkit - Peer Tutoring +5 Months</p>	<p>2, 3, 7</p>
<p>Provide additional pathways for KS4 students to enable disadvantaged students to develop their literacy and numeracy and general study skills. Social and emotional learning support as part of small group interventions in the Cedar Base Implement an after KS4 care plan to help with transitions and support with identified SEN students. Establish links with local institutions for a handover. (March/ April).</p>	<p>High quality teaching for all - as identified in the NFER research relating to disadvantaged students. The EEF teaching and learning toolkit also identifies the positive impact that reducing class sizes has on outcomes. Increased opportunity to provide feedback on learning using a variety of EFA strategies. EEF Toolkit Social and emotional learning Targeted support +4 months EEF Toolkit Reduced Class sizes +2months EEF Toolkit Feedback +6 Months</p>	<p>3, 4, 7 & 9</p>
<p>Enhancement of our maths and Computer Science teaching for disadvantaged students and curriculum planning in line with DfE KS3 and EEF guidance using online tutoring and tools.</p>	<p>There is much evidence to suggest that using digital platforms like Mathswatch and Activelearn helps students to practice and monitor their learning. KS4 Subject leads and PP champion to monitor student engagement through these platforms and to set targeted tasks for KS4. 'To teach maths and problem solving 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) EEF Toolkit Mastery Learning - +5months impact</p>	<p>1,2 & 4</p>

<p>Continue to develop metacognitive and self-regulation skills in all students</p> <p>CPD & T&L briefings implemented to introduce and embed The Fundamentals in all subject areas.</p> <p>Tutor programme, assemblies and PSHE programme and in subject support helps students to develop good study habits, resilience and independence.</p> <p>Subject members of the Disadvantaged working party to pilot metacognition intervention projects and share findings with their departments (Science, English, MFL, History and Music represented).</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 attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF Toolkit – Metacognition and self regulation +7 months impact</p> <p>EEF Toolkit - Homework +6Months</p>	<p>1 & 7</p>
<p>Ensure ARD is embedded into the School Calendar and share discussions with all Staff through Bulletin. Develop a comprehensive CPD programme for HOY/ Tutors including Unifrog, Integrity Training and emotional coaching as part of the ADT CPD to support mentoring and coaching conversations.</p> <p>Each Year group to have an off timetable event to promote cohesion amongst the year group - Pastoral Drop Down Days</p>	<p>‘Mentoring requires regular interactions between an adult or older peer and one or a small group of students. Conversations between mentors and mentees may address but would not be limited to: attitudes to school; specific academic skills or knowledge; self-perception and belief, particularly in relation to school-work; aspirations for future studies and career options. It is important to consider what support mentors might require to effectively deliver mentoring.’</p> <p>Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning .</p> <p>EEF Toolkit Mentoring +2 months impact</p> <p>EEF Toolkit Behaviour Support +4 months Impact</p>	<p>1, 7, 9 &11</p>

Approx Cost: £ 160,000

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

Activity	Evidence that supports this approach	Outcome number(s) addressed
To provide a range of targeted interventions and opportunities for KS4 students to access academic catch up support in their EBACC and practical subjects including targeted catch up sessions, targeted revision and the provision of appropriate resources that support learning.	The EEF supports the use of targeted curriculum support material that is deployed effectively, targeted and regularly followed up. Students are supported in using additional materials purchased. EEF Toolkit Extended school time +3 months https://www.gov.uk/government/publications/teaching-a-broad-and-balanced-curriculum-for-education-recovery	5,6 &7
Continue to close the digital gap Chrome books subsidised by 90% if PP. Support students with the development of their digital skills by providing digital/transitional support workshops for those that need it. Regular contributions to the CPD programme around developing QFT teaching using digital tools, bespoke training within departments.	The EEF identifies poor digital access as one of the most significant barriers during the pandemic https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1, 7 & 8

Approx Cost: £ 54,000

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

Activity	Evidence that supports this approach	Outcome number(s) addressed
To provide a broad and enriching programme of extra curricular opportunities which is regularly monitored. Enrichment Fair held early in the Autumn term to encourage recruitment into a wide variety of clubs Track when students are doing Partnership/ enrichment activities/ Pastoral team to support in the population of the Pupil Premium Intervention and mentoring tracker	Research by 'A New Direction' shows the importance of cultural and arts opportunities to support wider learning of PP students. Born to Fail? S Blandford - Its about showing the value we put on how you spend your time Sport, Music, Languages and Volunteering. Social Mobility isn't about moving away and getting out but instead about offering choices. EEF – Arts Participation - +3 months EEF Sports Participation +2 months	1, 8 & 9
Identified High attaining PP students have the opportunity to overcome barriers to progression.	https://www.suttontrust.com/our-research/potential-for-success-schools-high-attainers/	8, 9 & 11

<p>This will include targeted support, early career conversations, enrichment opportunities and mentoring.</p> <p>Establish the competitive Uni Programme Yr11/12</p> <p>Take full advantage of the Aim Higher programme for Yr 8,9, 10 and 12 and the wider partnerships with WHS, KINGS and other</p> <p>Continue to promote and set up mentorship programmes. (virtual and in person)</p>	<p>Sutton Trust identified the need to identify these students early and recognises the importance of mentoring by highly able subject specialist teachers.</p> <p>Promoting cultural and other extracurricular activities makes a real difference to children. Gillian Allcroft, deputy chief executive of the NGA believes that it is difficult to show the immediate impact but "long term, it will make a difference". Raising aspirations about careers, university, and further education, can motivate students to focus on good educational outcomes, remain motivated and improve engagement and attendance.</p> <p>https://www.gov.uk/government/publications/approaches-to-supporting-disadvantaged-pupils</p> <p>https://www.careersandenterprise.co.uk/media/zt0bgoa0/1488_destinations_report_v4.pdf</p> <p>EEF Toolkit Mentoring +2months EEF Toolkit Aspirations Interventions EEF Toolkit Metacognition and Self regulation +7 months</p>	
<p>Continue to invest in Inclusion support for our more vulnerable disadvantaged students as targeted via our Year group panel meetings</p> <p>1:1 support Transition workshops Resilience workshops</p> <p>Support Pastoral team to monitor PP engagement, behaviour points and attendance using the weekly automated trackers.</p>	<p>Mentoring enables students to understand how to manage their feelings and process situations which are impacting on their learning and to promote resilience during these challenging times</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> <p>EEF Toolkit Mentoring +2months EEF Toolkit Behaviour Interventions +4months EEF Toolkit Social and emotional learning Targeted support +4 months</p>	10 & 11
<p>Attendance officer to work with HOYs to closely monitor all PP PA students' attendance.</p> <p>HOY to target identified students below 90% attendance - build relationships with families and implement strategies where needed.</p>	<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>EEF Toolkit Mentoring +2months EEF Toolkit Behaviour Interventions +4months EEF Toolkit Parental Engagement + 4MOonths</p>	10
<p>Increased Parental Engagement through regular contact by form tutors, Early virtual PTC's</p>	<p>EEF Parental Engagement +4 months</p> <p>https://educationendowmentfoundation.org.uk/news/review-of-evidence-on-parental-engagement</p>	1, 7, 10 and 11

appointments, Aspiration events and support with engagement in the parent app Reach More Parents. All of which will aid the engagement of parents and raise the awareness of rewards and achievements of their children. Support all hard to reach families with registration.		
PP capitation hardship funding to prevent PP students from being unable to access school uniforms, resources and access enrichment opportunities.	S Blandford - Born to Fail - 'What can we do to make life better for...' EEF Arts participation +2months EEF Sports Participation +2 Months	11
Smooth transition for Year 6 into Yr7 by running a Summer School - The aim of which is to deliver a week's worth of activities offering a blend of academic education and enrichment activities. Transition workshops for identified students	https://www.gov.uk/government/publications/summer-schools-programme/summer-schools-guidance EEF Toolkit Summer schools +3 months Impact EEF Toolkit Social and emotional learning Targeted support +4 months	1

Approx Cost: £ 110,000

Part B: Pupil premium strategy Review 2023 - 2024

Academic Year	2023/24	Total PP budget	301,185	Date of most recent PP Review	November 2024
Total number of pupils (Yr7 - 11)	1175	Number of pupils eligible for PP	314 (27%) FSM	PP champion	Henrike Wilford

Challenges and Barriers

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

Challenge number	Detail of challenge
1	Some students entering KS3 have weaker literacy and numeracy skills.
2	Some students have lower reading scores and are therefore finding it more difficult to access and understand subject specific vocabulary.
3	Less progress for some disadvantaged students in GCSE Maths and Combined Science in KS4
4	Less progress for some disadvantaged students in EBACC subjects in KS4
5	Lower attainment and progress for some disadvantaged students in some practical subjects at KS4 including Music, Drama and Technology

6	Our assessments, observations and discussions with students suggest some disadvantaged students have struggled with independent learning outside the structured school day including organising online learning, homework and revision. These findings are backed up by several national studies.
7	Equity in access to digital resources in order to support home and school learning.
8	Student voice and monitoring of attendance suggests the participation in extracurricular and enrichment activities for our disadvantaged students falls behind that of non disadvantaged students.
9	Our assessments, observations and discussions with pupils and families suggest less access to aspirational and academic support for our higher achieving disadvantaged students and under represented groups. These findings are backed up by several national studies.
10	In some cases attendance and punctuality is not in line with the expected standards of RLHS.
11.	Our observations, discussions with students and families and referral to inclusion suggests that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.

The next section considers each intended outcome and a review of the summary of impact

Year 11 Progress and Attainment Summer 2024 compared to National Averages (KS4 Results)

	Ricards All	Ricards PP	Ricards Non PP	Ricards Gap	2023 Gap	National Average PP	National Average NON PP	National Average (Girls) Gap
Progress 8 score average	+0.65	+0.38	0.76	0.38	0.4	-0.57	0.16	0.73
Attainment 8	55	47	58	11	12	34.5	50	15.5

Intended outcome	Outcome for disadvantaged students
Cohesive whole school leadership and approach surrounding narrowing the gap.	Processes are in place for clear and responsive dialogue dialogue between the PP champion, Pupil Premium Pastoral Leads, Literacy coordinator and the newly appointed EAL coordinator. We also have a designated Pupil Premium partnership and enrichment lead. Clear Job specs are in place and the leads report annually to the Senior leadership Team contributing to the whole school CPD programme.
Low prior students are engaged in the KS3 literacy and numeracy programmes and there is a culture of quality first teaching across the whole school supported by	We have provided additional staffing for lower ability disadvantaged groups in KS3 to support-the development of literacy and numeracy skills and support the Cedar Base model of smaller class sizes. We have been able to continue to recruit excellent TA's who have been upskilled to feel confident in their roles. We now have a numeracy and science specialist in the Cedar base .

regular research focused professional development.	The EAL strategy has been reviewed by the newly appointed EAL lead and staff have been supported through whole school CPD to use digital resources for EAL support particularly for all early stage learners. We now have a newly trained ELSA TA to support as part of small group interventions in the Cedar Base.
All disadvantaged students are engaged with the Accelerated Reader programme and read independently every day for at least 20 minutes	The role of the whole school literacy coordinator has been further developed and whole school CPD has been provided around literacy including a focus within departments and TLC communities. The Accelerated Reader programme continues to be embedded in KS3 as well as the Bedrock programmes with an identified group of students in Year 9 and 10. The literacy coordinator has worked with subject leads to embed disciplinary literacy in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. (CPD/Key words lists/ Subject specific reading lists and Book Clubs for KS3/4 students) Year 7 growth for year: Overall 12.1 months (PP: 7 months) Year 8 growth for year: Overall 3 months (PP: 8 Months) Year 9 growth for year: Overall 6 months (PP: 3 Months)
Improved outcomes for disadvantaged students in KS3/4 Maths and Science with the gap closing.	Identified students are working in smaller classes with specialist staff receiving a lower teacher pupil ratio - this is a similar model of support as is offered in KS3. All students with an EHCP in KS4 receive 5 additional hours of Maths and English. KS4/EAL support groups are attended by a specialist maths / science TA who also attends their KS4 classes this ensures continuity of in class learning. Schemes of work for extra Literacy lessons have been purchased - Read Write Inc (Fresh Start); KS3 and KS4 have direct teaching of digital skills embedded into the SEND curriculum. In KS4 we have two study support groups - all EHCP and Highlevel SEND students receive 5 hours of SU which covers a bespoke curriculum; students are supported through 1:1 mentoring, Careers advice and digital support and organisation of coursework where appropriate. Staff also helped students to liaise with other members of staff particularly in subjects with coursework. This more bespoke model enabled students to stay more focused. SEN data 2023 and 2024 Yr11
Improved outcomes for disadvantaged students in Humanities and MFL and some practical subjects at KS4 including Music, Production, Film and Sport.	There has been increased spending on a wide range of resources across all subjects; this has included investing in revision guides which are used in additional revision lessons, online learning platforms, additional kit and equipment for practical subjects and a wide range of cultural capital visits specifically targeting PP students. In Music we have been able to support 38 PP students with free Music lessons through the Peri Music scheme set up this year. P8 English Overall 0.95; PP 0.96; Gap +0.01 P8 Maths Overall 0.30; PP 0.05; Gap 0.25 P8 EBAC Overall 0.53; PP 0.38; Gap 0.23 P8 Open Overall 0.92; PP 0.080; Gap 0.10
Students have the same access to devices at home as non disadvantaged students - Close the digital gap	We continued on our journey to close the digital gap with the 1:1 chromebooks being subsidised by 90% for our PP students who join us in Yr7. We support the development of their digital and organisational skills by providing digital/transitional support workshops for those that need it and encouraging students to complete their digital skills badges during KS3 Tutor times.
To provide a broad and enriching programme of extra curricular opportunities which is regularly monitored	This year saw the introduction of Curriculum and Pastoral Drop Down Days which means all PP students Yr 7 -10 have the opportunity to take part in a visit/ experience - PP students' visits were fully funded and all got their first preference. We also held a Freshers fair for all new Year 7 and an increased number of clubs offered not just in Sport and Dance but also Book clubs, Crafting, STEAM club It is hard to consistently track engagement but there has been an increased number of PO and P6

	enrichment activities from the Performing Arts which directly target PP students. Next year we will be investing in using Evolve which will make tracking and monitoring easier.
Identified PP and MAGT PP students have targeted interventions and are provided opportunities to work to identify and overcome barriers to progression and raise aspirations. (Targeted to Yr8, 9, 10 and 12.)	Partnership enrichment activities have also grown and include Aim Higher Yr8 (25), Yr10 (25) and Yr12 (20), Kings Yr11 (11) , WHS (20), Ms Independent Yr 9 (30) The brilliant Club Yr9 (12) and Future Frontiers Yr10. (20) Destinations of our disadvantaged students in KS5 suggest that our students have high aspirations and are supported well with transition. Early identification of most vulnerable students and invited to attend College taster day in Year 10. At least two scheduled 1:1 Careers meetings with all disadvantaged and SEND students to identify need - Parents&Carers invited to these as well. Support from careers advisers with applications. TA's support with Interviews, Applications and open day Visits if needed. Study support groups focused on Post 16 progression during Autumn term of Year 11 - Visits from admissions tutor.
To reduce the percentage of PP students that are PA	Each Year group has a designated PP pastoral lead who closely monitors all PP PA students' attendance. The pastoral leads target identified students below 90% attendance - build relationships with families and implement strategies where needed. They also work with the Bridge mentors to support students who struggle to attend school and therefore suffer with poor engagement. Yr 7 - 11 PP students attendance at the end of the Summer term was 90% (Nationally 85%) compared to Non PP students 94% (Nationally 93%). We still have some work to do with Year 10 where there is the most significant gap.(Current Year 10 at the end of the Autumn term 93% and PP 89%)
Disadvantaged students are supported in school and with outside agency support to overcome emotional and other setbacks and are more resilient and are thus better able to focus on their learning and future plans.	We have continued to invest in Inclusion support for our more vulnerable disadvantaged students as targeted via our Inclusion panels. This includes two achievement mentors and the additional members of staff who now manage the Bridge. This year over 64/146 students seen were PP. This figure indicates that PP students make up 42% of the students who use the service which is significantly higher than the overall PP % in school. The other proportion will include students who may not be designated PP but are disadvantaged for other reasons. To support transitions we ran another successful Summer School - 2 days this year - again excellent response from parents and students who have been able to settle well into their new school. We also ran a second hand uniform sale and this is now firmly set up and being managed from the main office with the support of the PTA.

Externally provided programmes

Programme	Provider
NTP	Capital Tuition
Girl Boss programme	Miss Independent
Aim Higher - Widening participation to HE	Aim Higher South London
NATWEST Challenge	National Careers Challenge
Aspirations Programme	King's College
Bedrock Literacy Programme	Bedrock Learning
Accelerated Reader	Renaissance
Social Action and Oracy project	First Give
Coaching programme with professional role models	Future Frontiers
The Scholars Programme	The Brilliant Club
Weekly resources on current affairs	Votes for Schools

