

Pupil Premium and Recovery 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	The Nelson Thomlinson School
Number of pupils in school	1043 + 222 = 1265
Proportion (%) of pupil premium eligible pupils	11-16 13.6%, 11-18 11.22%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date last reviewed	July 2022
Date on which it will be next reviewed	June 2023
Statement authorised by	Sam Northwood (Headmaster)
Pupil premium lead	Marie Banks (Deputy Head)
Governor / Trustee lead	Richard Lynn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,260
Recovery premium funding allocation this academic year	£9,207
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	£152,467

Part A: Pupil premium strategy plan

Statement of intent

At The Nelson Thomlinson School, we aim to provide a broad, balanced and personalised curriculum for all pupils specifically designed to challenge, engage, inspire and motivate. We also seek to address the numerous barriers to learning our pupils face.

Quality of Education:

All pupils and students at NTS have access to a high quality, well-sequenced and full curriculum delivered by subject specialists overseen by expert middle leaders. Through ongoing subject-specific CPD (e.g. department projects), staff have the opportunity to review, refine and improve curriculum opportunities. Our key stage 3 curriculum is broad and balanced as are our curriculum offers at key stages 4 and 5. Disadvantaged pupils and students have access to all aspects of the curriculum and are encouraged to take up opportunities in the extended curriculum for example peripatetic music lessons. Our ethos or 'NTS-ness' is a common thread throughout the learning environment and all pupils are aware of the expectations we place on them in the classroom to ensure that high quality teaching and learning can take place.

Behaviour and Attitudes:

The concept of NTS-ness, unique to our school permeates not just the learning environment but the expectations placed on pupils (and staff). We are an inclusive and supportive school with high expectations for all. Pupils are regularly provided with opportunities as peer mentors and the Sixth Form prefects are given high profile responsibilities, leading by example. We are proactive and intervene with an appropriate range of supportive measures at the point of need.

Personal Development:

The school works hard to promote pupil and staff wellbeing. We have a school nurse onsite 4 days per week and have a number of pastoral staff who have completed the mental health first aid qualification. In addition, Year 7 pupils participate in the 'Strong Minds' resilience training (a bespoke package designed by staff at NTS), older pupils also receive additional input from Carlisle and Eden MIND. Some pupils also receive SEAL training with members of the pastoral team and learning support and we currently have a member of staff undertaking ELSA training. All tutors (Y7-11) deliver 2-T tutoring and in the Sixth Form, this takes the form of Supported Independence. Form Tutors remain with their tutees from Y8 – Y11 to ensure continuity. Citizenship

sessions also dedicate time to personal development and the Sixth Form receive specialist SRE input from 'Sexplain'.

Challenges

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

Challenge number	Detail of challenge																				
1	<p>Literacy:</p> <p>Literacy: Our assessments, discussions and observations indicate that there are some gaps for some disadvantaged pupils. Where this is the case, additional reading and spelling sessions (including Paired Reading) are implemented.</p> <p>Current figures for 2021-2022</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Number of PP</th> <th>Average RA (all)</th> <th>Average RA (pp)</th> <th>Average RA (non-pp)</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>31</td> <td>13.1</td> <td>12.2</td> <td>13.2</td> </tr> <tr> <td>8</td> <td>36</td> <td>13.5</td> <td>13.1</td> <td>13.6</td> </tr> <tr> <td>9</td> <td>29</td> <td>13.5</td> <td>13.3</td> <td>13.5</td> </tr> </tbody> </table> <p>*From September 2022, all pupils in Years 7-9 will have reading ages tested using the NGRT (New Group Reading Tests). Pupils who require further intervention will then be tested at two additional points throughout the year.</p>	Year Group	Number of PP	Average RA (all)	Average RA (pp)	Average RA (non-pp)	7	31	13.1	12.2	13.2	8	36	13.5	13.1	13.6	9	29	13.5	13.3	13.5
Year Group	Number of PP	Average RA (all)	Average RA (pp)	Average RA (non-pp)																	
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2	<p>Maths:</p> <p>Numeracy: Our assessments, discussions and observations indicate that there are some gaps for some disadvantaged pupils. Where this is the case, intervention is provided by a dedicated HLTA.</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Number of PP</th> <th>Numbers of PP Requiring intervention</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>30</td> <td>4</td> </tr> <tr> <td>11</td> <td>32</td> <td>14</td> </tr> </tbody> </table>	Year Group	Number of PP	Numbers of PP Requiring intervention	10	30	4	11	32	14											
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3	Mental Health and Wellbeing:																				

	Throughout the periods of both National Lockdowns, it became clear that one of the biggest impacts of the pandemic on young people has been on their mental health and wellbeing. Approximately 200+ pupils are seen by our school Nurse each year, many of whom are seeking help for issues related to mental health and wellbeing. This is also confirmed through of our pastoral team.																																								
4	<p>Attendance data</p> <p>Our attendance data indicates that some disadvantaged pupils' attendance is below that of non-disadvantaged pupils.</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Numbers of PP</th> <th>% Attendance (All)</th> <th>% Attendance (PP)</th> <th>% Attendance (Non-PP)</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>31</td> <td>92.7</td> <td>90.0</td> <td>93.2</td> </tr> <tr> <td>8</td> <td>36</td> <td>92.2</td> <td>89.3</td> <td>92.7</td> </tr> <tr> <td>9</td> <td>29</td> <td>90.9</td> <td>89.3</td> <td>91.2</td> </tr> <tr> <td>10</td> <td>30</td> <td>88.2</td> <td>80.4</td> <td>89.7</td> </tr> <tr> <td>11</td> <td>32</td> <td>88.6</td> <td>84.7</td> <td>89.4</td> </tr> <tr> <td>12</td> <td>20</td> <td>92.8</td> <td>88.0</td> <td>93.5</td> </tr> <tr> <td>13</td> <td>20</td> <td>90.0</td> <td>88.0</td> <td>90.2</td> </tr> </tbody> </table>	Year Group	Numbers of PP	% Attendance (All)	% Attendance (PP)	% Attendance (Non-PP)	7	31	92.7	90.0	93.2	8	36	92.2	89.3	92.7	9	29	90.9	89.3	91.2	10	30	88.2	80.4	89.7	11	32	88.6	84.7	89.4	12	20	92.8	88.0	93.5	13	20	90.0	88.0	90.2
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5	The financial cost of educational visits and peripatetic music lessons (and other activities) often deters disadvantaged pupils from participating in these activities. The cost of uniform, materials for subjects such as Technology and Art can be a barrier to pupils achieving their potential.																																								

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
<i>Improved reading ages of disadvantaged pupils</i>	Average reading ages of disadvantaged pupils matches (or betters) that of non-dis.
<i>Progress and attainment of disadvantaged pupils is equal to or better than their peers</i>	P8 scores of disadvantaged pupils matches (or betters) that of non-disadvantaged. Current P8 for non-disadvantaged = 0.17 Current A8 for no-disadvantaged = 50.95 Current P8 for disadvantaged = -0.19 Current A8 for non-disadvantaged = 35.38 Current P8 for EHCP = -0.41 Current P8 for SEND = -0.26

	Success = P8 / A8 scores equal or better than non-disadvantaged pupils
<i>Disadvantaged pupils know how to access mental health and wellbeing support in school.</i>	Pupils access mental health and wellbeing support provided by the school nurse. This will be signposted by the pastoral team and Form Tutors. NP will record.
<i>Disadvantaged pupils have the same opportunities as their peers regardless of cost (e.g. educational visits, instrumental music lessons) in order to enhance and improve their wellbeing and self-esteem.</i>	Disadvantaged pupils are provided with equipment and materials to enable them to experience the full curriculum. Where required, instrumental lessons are provided and pupils are able to experience the wide range of extra-curricular activities. Pupils are also able to attend educational visits in the UK and abroad. In the Sixth Form, if necessary, funds will be made available to ensure students have suitable clothing, food and other essential items for living.
<i>Disadvantaged pupils know how to achieve their potential, feel happy and confident at school and know how to make their next aspirational steps.</i>	Our annual whole-school pupil survey will confirm that this is the case. Additional support and guidance is also provided by Mrs Mullarky (our CIAG officer).
<i>Attendance figures for disadvantaged pupils improve.</i>	% attendance figures for disadvantaged pupils will be equal or better than non-disadvantaged pupils.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality assurance of the curriculum to ensure that high quality teaching and learning takes place. Relevant subject-specific CPD opportunities to be provided for all teaching staff and led by subject specialists (Department Projects)	EEF Closing the Attainment Gap, 2019 'Good teaching for all pupils has a particular benefit for disadvantaged pupils'.	1,2

Whole school focus and training opportunities on teaching and learning methodology including drilling, interleaving, retrieval etc.	EEF Closing the Attainment Gap, 2019 'Good teaching for all pupils has a particular benefit for disadvantaged pupils'.	1,2
Whole school focus (and quality assurance) on Sixth Form Teaching and Learning.	EEF Closing the Attainment Gap, 2019 'Good teaching for all pupils has a particular benefit for disadvantaged pupils'.	1,2
Access to online subject-specific training via the National College platform	EEF Closing the Attainment Gap, 2019 'Good teaching for all pupils has a particular benefit for disadvantaged pupils'.	1,2

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide one-to-one and small group tuition for pupils and students including Year 10 / 11 disadvantaged pupils and where necessary other pupils in need of additional support.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF toolkit indicates +5 months for one-to-one support and +4 months for small group tuition</p>	1,2
Targeted support for disadvantaged pupils in Y10 and 11 to support progress and attainment in English during tutor periods. To be delivered by HLTA (English)	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	1,2

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
<p>Additional literacy support through programmes such as:</p> <p><i>ReadingWise for pupils in Ys7-9</i></p> <p><i>Paired Reading</i></p> <p><i>Bookbuzz</i></p> <p><i>*From September 2022, all pupils in Ys7-9 will have their reading ages tested using the NGRT</i></p> <p><i>This will be in addition to the current system of reading age testing and spelling testing conducted by a TA (not a computer)</i></p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Additional support for pupils including:</p> <p>Extra spelling / reading support in lessons</p> <p>The Complete Learner Programme (Y9)</p> <p>Subject Champion programme (Y12/13)</p> <p>GCSE Maths Resit Tuition (Y12/13)</p> <p>GCSE English Resit Tuition (Y12/13)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2

Additional study support classes (Y11 / Y13)		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £67,467

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Attendance interventions including:</i></p> <ul style="list-style-type: none"> - Mentoring - Parental engagement - Responsive and targeted approaches - Teaching of social and emotional skills - Behaviour interventions - Meal provision - Incentives and disincentives - Extracurricular activities 	<p>EEF Rapid Evidence Review (published March 2021) into Attendance Interventions.</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p> <p>Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</p>	4
<p><i>Ready to Learn / SEAL</i></p>	<p>As above:</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p>	3
<p><i>Access to school nurse</i></p>	<p>Mental health and behaviour in schools (publishing.service.gov.uk)</p>	3
<p><i>Cost of peri music Lessons for disadvantaged pupils</i></p>	<p>Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</p> <p>Book Proposal: (artscouncil.org.uk)</p> <p>(Importance of participation in music for disadvantaged learners)</p> <p>Why Learn to Play Music? advocacy brochure NAMM Foundation</p>	5

<i>Cost of materials and equipment for subjects (e.g. Art, Technology, P.E)</i>	Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)	
<i>Cost of educational visits in the UK and abroad</i>	Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)	

Total budgeted cost: £ 152,467

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

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

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

SEE ADDITIONAL SECTION BELOW INCLUDING IMPACT OF SPENDING

Externally provided programmes

Programme	Provider
Readingwise	Readingwise.com
BookBuzz	The Book Trust (booktrust.org)
National College Online CPD	The National College
CAT Tests	GL Assessment
NGRT (from September 2022) (New Group Reading Tests)	GL Assessment

Further information (optional)

Additional Information regarding 'barriers to learning' affecting disadvantaged pupils and use of pupil premium funding:

This is based on knowledge of our pupils' backgrounds due to strong pastoral links, liaison with external agencies in the community including Barnardos, Young Carers, Prevent and Deter Community Police, Social Care, Inspira, the School Nurse and baseline assessments in NTS.

The following inward and outward barriers to learning have led to the interventions we have put in place.

1 poor literacy skills, **2** poor parenting, **3** limited access to language, **4** poor attendance, **5** low aspirations, **6** low expectations, **7** narrow experience of life outside school – travel, education, employment opportunities, **8** unemployment in the family, **9** financial pressures, **10** police involvement in the family, **11** lack of extra-curricular opportunities in the town, **12** bereavement, **13** mental health issues in the family, **14** the need for pupils to be Young Carers, **15** lack of familial discourse, **16** issues surrounding parental control out of school, **17** the mono-culture issue in the area, **18** Child Protection issues.

Intervention	Details	Impact
<p>Data tracking that identifies the gaps</p> <p>(1, 3, 4, 5)</p>	<p>Used rigorously across school and identifies <u>all</u> under-achieving pupils. Subsequent interventions are based on under-performance and other factors (pastoral) that contribute.</p>	<p>Heads of Year intervene with progress issues with the focus on disadvantaged acting as mentors. Form Tutors regularly discuss with pupils to determine the best way forward. Pupils feel supported and guidance is strong. This is qualified by parental questionnaire results.</p> <p>No. of Y7 pupils on paired reading = 38 in Sept, reducing to 24 by December.</p> <p>A small number of pupils receive 1-to-1 TA/STA support through LS to work on a range of barriers.</p>

<p>Restructuring of Pastoral System in NTS. A static Head of Year 7, 3 new Assistant Heads of Year – (2, 4, 5, 6, 7, 12, 14, 15, 16, 17)</p>	<p>A static Head of Year 7 is in place to ensure consistency in transition from the 30+ primary feeders. The mantra “get your improvements in early” is consistently adhered to.</p> <p>Increased pastoral support to mentor pupils facing pastoral issues and those not making sufficient progress</p> <p>These issues are an all Pastoral meeting agenda and discussed in monthly line management meetings with the Pastoral Deputy.</p>	<p>Increased availability Heads of Year, Assistant Heads of Year, to mentor, investigate and intervene with pupils</p> <p>Interventions tailored to specific needs of pupil.</p> <p>Improved communication with family - borne out by parental questionnaire and verbal feedback.</p> <p>Form Tutors discussing progress targeted individuals from Single Intervention Sheet.</p> <p>2T - Tutoring</p>
<p>House System introduced September 2016 (3, 5, 6, 7, 11, 15)</p>	<p>All pupils/staff attached to one of four Houses. Years 7 – 13 grouped together as a House whilst retaining a Year Head system.</p> <p>House Captains mentor younger pupils, assisting with organisation of House activities.</p>	<p>Strengthening of School traditions (House System existed in the past) and ethos.</p> <p>Increased opportunities for participation in a range of activities in addition to extra-curricular scheme.</p> <p>Improved knowledge of pupils by other pupils has led to increased support and guidance – evidence through House Activities</p>

<p>Continuing Professional Development provision for all staff to ensure effective teaching and learning. (Various)</p>	<p>A specific PD Department consisting of teachers recognised for their excellent teaching skills which can be transferred generally to all staff.</p> <p>Teaching and Learning forms an integral part of School Development Plan.</p>	<p>Parent’s feedback on quality of teaching very positive.</p> <p>Ofsted 2013 rated Teaching and Learning outstanding.</p> <p>4T provision is to increase levels of challenge for pupils to combat low aspirations.</p> <p>Strong teachers placed on key groups/intervention groups.</p> <p>Support staff, particularly TAs, are highly trained and understand their role in improving pupil progress.</p> <p>Middle Leaders’ received specific training on EEF’s ‘Best use of TAs’ at the Middle Leaders’ Conference 2019.</p> <p>Teachers focus on the needs of each learner rather than relying on interventions – data tracking and strong pastoral care supports this.</p>
<p>Strong Careers information, advice and guidance (2, 4, 5, 6, 7, 8, 10, 18)</p>	<p>IAG Officer in place. Early intervention with specific groups</p> <p>Work experience organised for SEN/disadvantaged groups.</p> <p>Online resources available, mock interviews, work ready day, one-to-one interviews, post-16 information sessions.</p>	<p>Ofsted survey of 2015 supported effectiveness of careers, information, advice and guidance.</p> <p>NEET figures are below national average.</p> <p>Feedback from pupils is very positive and feel supported.</p> <p>Feedback from work placements is positive with some pupils securing</p>

	<p>Careers talks from external organisations, organised visits to college open days for those without the means to go in their own time.</p> <p>Home visits for HTTS, School refusers.</p>	<p>part-time posts of work after school.</p> <p>This ensures that all pupils and especially disadvantaged make informed decisions about their courses and are well prepared for their lives beyond 16.</p>
<p>Literacy Support (1, 3)</p> <p>This is a whole school area of focus.</p>	<p>All children are tested for reading and spelling upon arrival into NTS – 10 years 6 months is the benchmark.</p> <p>Reading ages for all pupils on SIMS for teachers to reference.</p> <p>All pupils complete a comprehension/written exercise on arrival in Year 7.</p> <p>CPD on literacy is provided on a regular basis in staff briefing and Inset.</p>	<p>In September 2021, 36 pupils required support through our Paired Reading programme, 55 received additional support for spelling</p> <p>For disadvantaged pupils with literacy difficulties support centres in Form and intervention through TA/HLTA to help remove this barrier to learning.</p> <p>Further testing will take place in June every year.</p>
<p>Targeted Support for Pupils (1, 3, 5, 6, 9)</p>	<p>Differentiation is an expectation of all teachers.</p> <p>4T challenge includes support for those in need.</p>	<p>Funding spent on “Live-n-Learn” mindset/prep for exams. Pupils Voice indicates 100% positive feedback, plus gained strategies to be exam ready, e.g. “Learned to organise time and manage a revision plan”.</p>

	<p>Tailored, individual support is provided across the curriculum as needed. Staff take responsibility for determining the additional resources that pupils need in order to achieve.</p> <p>Appropriate requests for resources are met quickly by the funding to allow pupils to make progress.</p>	<p>Funding spent on SAM Learning; Online revision tool.</p> <p>Selective use of learner-appropriate courses (ELC, CoPE, BTEC L1 Workskills) to support a success culture more valued than Grade G at GCSE by parents, pupils and local employers. Low NEET % proves his approach is correct. See RAISE Online</p>
<p>A full range of educational experiences (5, 7, 11, 17)</p>	<p>Support is given to ensure pupils have full access to broaden educational experiences such as school trips, competing in sporting events, attendance at career events, open days.</p> <p>Activities Day is funded by the School.</p> <p>Music equipment/lessons provided to disadvantaged pupils.</p> <p>Support for a range of equipment, kit, resources for lessons and uniform is provided.</p>	<p>All pupils participate in activities broadening their horizons and adding to their life experiences.</p> <p>Activities Day £7,800.00</p> <p>Computers £647.32</p> <p>Equipment £77.56</p> <p><u>Music</u></p> <p>Lessons £5,956.45</p> <p>Exams £130.50</p>

		<p>Transport £16,675.00</p> <p><u>Trips</u></p> <p>Residential £11,978.00</p> <p>Day £751.50</p> <p>Uniform £67.69</p>
<p>Improve PA figures for disadvantaged pupils (2, 4, 5, 6, 10, 13, 14, 16)</p>	<p>Full-time Attendance Officer in place.</p> <p>Close liaison with LA Inclusion Officer and OME.</p> <p>Close monitoring of PA figures for all pupils and focus on Disadvantaged Funding.</p> <p>Interventions in place and documented to reduce figures.</p> <p>HM meeting with some families to improve attendance.</p> <p>Attendance levels for disadvantaged pupils checked and acted upon.</p> <p>Systems in place to make early identification of issue and need.</p>	
<p>Effective Feedback (5, 6)</p>	<p>Adherence to AfL best practice continues through CPD and wider staff Inset.</p>	<p>Departments use feedback (verbal and written) to provide pupils with</p>

	<p>Robert Powell Inset delivered on feedback and feedforward to all staff.</p> <p>Regular half termly mark scrutiny checks by HoDs and SMT to check various aspects of marking and quality of feedback.</p> <p>Best practice shared with HoDs.</p> <p>Pupil Voice on marking and feedback held by SMT/HoDs.</p>	<p>a clear way forward to make further progress.</p> <p>Parental questionnaire reflected parents felt this was happening across the school.</p> <p>Evidence from mark scrutiny shows pupils act upon feedback.</p> <p>Pupil Voice supports the fact they are clear on how to improve their work to make further progress.</p>
<p>Facilities for Supported Self Study (3, 7, 9, 10, 13, 14)</p>	<p>To even out the barriers that pupils face on Disadvantaged Funding.</p> <p>This includes homework club which is supervised and includes access to ICT facilities.</p> <p>Lunchtime homework club in LSD.</p>	<p>Disadvantaged pupils are able to access full range of resources after school.</p> <p>Supported home study to enable research activities, completion of course work.</p> <p>The sentiment that a level playing field has been achieved in this comprehensive environment and</p>

	<p>Laptops available to pupils who are unable to access them at home.</p> <p>Netbooks provided for LSD who will prioritise disadvantaged pupils.</p> <p>Course books, revision guides, stationery provided.</p>	<p>disadvantaged pupils feel able to access all areas of the curriculum.</p>
<p>Metacognitive Strategies</p> <p>Y9 Complete Learner Programme</p> <p>Improving Attitudes Programme</p> <p>(3, 5, 6)</p>	<p>A scheme devised to increase pupil understanding of how they learn in lessons. A reflective process to enable pupils to recognise when and how they learn effectively.</p> <p>Pastoral mentoring for pupils highlighted as having a below par AtL grade which has remained static over time. An 8 week programme to build team skills and improve self-esteem heightens aspirations.</p>	<p>Pupil Voice following the programme has been positive and since its inception some two years ago the discourse in school is about learning, not teaching. This has been evidenced through pupil interviews and daily interactions.</p> <p>Average AtL grades have improved (this academic year) for 44% of the pupils involved. Pupil feedback about the programme has been positive.</p>
<p>Transport Assistance (9)</p>	<p>Parents of disadvantaged pupils are offered financial support to improve attendance of this group.</p>	
<p>Revision Skills Sessions</p> <p>(2, 5, 6)</p>	<p>Pupils and parents identified from data tracking are invited into school for a Revision Skills Seminar – Year 11 parents of disadvantaged pupils were invited as a matter of course. This was hosted by SMT.</p>	<p>The take up rate was 25 of the 40 families invited, attended.</p>

<p>Pastoral Mentoring (2, 3, 4, 5, 6, 11, 18)</p>	<p>Disadvantaged pupils requiring pastoral/academic intervention received one-to-one mentoring.</p>	<p>Referrals for Pastoral mentoring are through SENCO/HoYs.</p> <p>Parental feedback for these pupils has been very positive.</p> <p>Behaviour of children working with Mr Schultz has improved.</p>
<p>School Nurse Provision (2, 4, 12, 13, 14, 15, 18)</p>	<p>The NTS School Nurse works three days a week.</p> <p>Pupils are referred via HoYs and disadvantaged pupils are prioritised.</p> <p>Close links with health professionals have been established.</p> <p>Drop-in clinics in place for 3 lunch-times per week.</p>	<p>Mental health signposting is in place.</p> <p>Targeted health and well-being advice is available to pupils.</p> <p>Pupil and parental feedback is very positive.</p> <p>Local GPs have given positive feedback.</p> <p>Resilience and self-esteem workshops planned.</p>