

Trafalgar School - Pupil Premium strategy statement

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 effect that last year's spending of Pupil Premium had within our school.

School overview

Detail	Data
School name	Trafalgar School
Number of pupils in school	974
Proportion (%) of Pupil Premium eligible pupils	41%
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	October 2022
Date on which it will be reviewed	Termly
Statement authorised by	A.Ghose
Pupil Premium lead	A.Dudman
Governor / Trustee lead	C.Haque

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£318,155
Recovery premium funding allocation this academic year	£54,666
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	£372,821

Part A: Pupil Premium strategy plan

Statement of intent

RRSA article 28: Every child has the right to an education. Secondary education must be available to every child.

The Team Trafalgar ethos, fostered in every member of the community, inspires students to exceed expectations, regardless of whether they are Pupil Premium or not. As a UNICEF Rights Respecting school, every child's individual needs are at the core of what we offer academically and beyond the curriculum. For Pupil Premium students, this means ensuring equity of access so that everyone, irrespective of background, receives quality first teaching in order to reach their full potential in school and leave us as confident, well-rounded participants in society. As a part of our community ethos, all stakeholders are committed to the development of the whole child and, where necessary, bespoke programmes ensure that students receive what they need whether that be linked to curriculum; extra-curricular and cultural capital; well-being and SMSC; or SEND. Addressing Pupil Premium students' needs on an individual basis ensures that all learners at Trafalgar School have access to the outstanding education they deserve and that, through exceptional academic progress, they can successfully transition to post 16 provision and beyond.

Inclusion: Trafalgar School is ambitious and inclusive of all students with personalisation at the heart of our offer. Marking policies prioritise feedback first for Pupil Premium students so that regular, good quality feedback contributes towards closing the gap. CPD courses for staff explicitly link research and pedagogy to maximise outcomes for all Pupil Premium students. The Chromebook scheme ensures that all students have access to technology, to enhance their learning and to create responsible, competent digital citizens.

Respect: At Trafalgar school we have high expectations of all students, providing all with opportunities to learn how positive relationships are created and maintained. Our relational approach and house system provide opportunity for students to learn the behavioural skills required for living. Our vulnerable students will develop high expectations of themselves and embed our core values through our three school rules: Be ready. Be respectful. Be safe.

Resilience: The development of student's literacy is at the forefront of our offer as we understand how high levels of reading and oracy can bridge cultural capital deficits and improve students' educational outcomes and life chances. We ensure that Pupil Premium students access challenging texts across subjects, high quality interventions and read for pleasure.

Aspiration: All students are engaged in a range of extra-curricular opportunities including: trips, work experience, college and university visits and work with external agencies where necessary. To ensure equity of access, Pupil Premium students are supported and encouraged to take up opportunities outside their comfort zones, including personalised FE and HE pathways. Personal Development days include bespoke transition programmes which ensure that all Pupil Premium students know what FE opportunities are available to them post 16. One third of the participants on all trips and extra-curricular activities should be pupil premium students. This proportional representation ensures equity of access to all experiences beyond the classroom.

Community: Through our house system and vertical streaming, students experience a sense of belonging and see the important contributions they can make towards a community with shared values. High challenge and responsibility are balanced with support to create a team ethos of ambition and success. The core rationale of our Community Circles is to build relationships, to create a sense of belonging and to safeguard our community.

Challenges

This details the key challenges to achievement that we have identified among our Pupil Premium students.

Challenge number	Detail of challenge															
1	<p>Literacy</p> <p>Year 9-11: Our prior attainment indicators show many students as leaving primary school with significantly below average scaled scores against national data, such as Year 10 and 11 cohorts which range from - 8 to -16% below national average for reading, writing and mathematics, alongside our Year 9 year group which is classified as 'well below national average' in these measures.</p> <p>Year 7-8: GL Assessment figures show that on entry to Year 7, less than 50% of our cohort (for the last two years) have reading scores in line with their chronological age. The chart below shows the average GL assessment scores for Pupil Premium students (with 100 being the average standardised score) and the percentage of Pupil Premium students in each cohort who were below age-related expectations when they joined the school:</p> <table border="1" data-bbox="316 1019 1422 1420"> <thead> <tr> <th data-bbox="316 1019 683 1081">GL Exact</th> <th data-bbox="683 1019 1050 1081">Year 7</th> <th data-bbox="1050 1019 1422 1081">Year 8*</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 1081 683 1167">Word Recognition</td> <td data-bbox="683 1081 1050 1167">92.3 average (67% Below)</td> <td data-bbox="1050 1081 1422 1167">93.4 (68% Below)</td> </tr> <tr> <td data-bbox="316 1167 683 1252">Reading Comprehension</td> <td data-bbox="683 1167 1050 1252">86.8 average (84% Below)</td> <td data-bbox="1050 1167 1422 1252">94.8 (76% Below)</td> </tr> <tr> <td data-bbox="316 1252 683 1337">Reading Speed</td> <td data-bbox="683 1252 1050 1337">84.0 average (90% Below)</td> <td data-bbox="1050 1252 1422 1337">92.8 (72% Below)</td> </tr> <tr> <td data-bbox="316 1337 683 1420">Spelling</td> <td data-bbox="683 1337 1050 1420">94.10 average (69% Below)</td> <td data-bbox="1050 1337 1422 1420">94.7 (54% Below)</td> </tr> </tbody> </table> <p><i>*Year 7 data on entry for direct comparison to 2021 intake. 2022 data pending.</i></p>	GL Exact	Year 7	Year 8*	Word Recognition	92.3 average (67% Below)	93.4 (68% Below)	Reading Comprehension	86.8 average (84% Below)	94.8 (76% Below)	Reading Speed	84.0 average (90% Below)	92.8 (72% Below)	Spelling	94.10 average (69% Below)	94.7 (54% Below)
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2	<p>Oracy and Vocabulary</p> <p>Assessments, learning walks, lesson observations and student voice activities have highlighted that oracy and vocabulary are key priority areas for development for students, in particular for those that are Pupil Premium. The EEF reports that those with oracy and literacy deficits will make considerably less progress (5 months and 6 months for those that are Pupil Premium) than their peers.</p>															
3	<p>Cultural Capital</p> <p>Many of our students, particularly those that are Pupil Premium, lack the opportunities and access to enrichment opportunities outside of school. Within school, Activities Week and club figures show that, on average, a smaller percentage of Pupil Premium students access</p>															

	these opportunities in comparison to their peers. As a result, the cultural capital deficit impacts the progress of key groups, especially Pupil Premium students.
4	<p>Attendance</p> <p>Last year's attendance data shows a significant gap between Pupil Premium and non-Pupil Premium. A gap of 6.11% for years 7-10.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting the progress of students.</p>

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		
	22/23	23/34	24/25
To improve attainment for all students with an emphasis on closing the gap for Pupil Premium outcomes across the curriculum, with a particular focus on core subjects	Year 11 FFT20: 9-4 Eng and Maths: 74% 9-5 Eng and Maths: 43% <ul style="list-style-type: none"> Year 7-10 FFT20 (70% O/A) Disadvantaged/PP gap reduced to 4% or less 	Year 11 FFT20: 9-4 Eng and Maths:70% 9-5 Eng and Maths:34% <ul style="list-style-type: none"> Year 7-10 FFT20 (70% O/A) Disadvantaged/PP gap reduced to 3% or less 	Year 11 FFT20: 9-4 Eng and Maths:70% 9-5 Eng and Maths:34% <ul style="list-style-type: none"> Year 7-10 FFT20 (70% O/A) Disadvantaged/PP gap reduced to 3% or less
To improve literacy skills for all students and among Pupil Premium students	GL Exact data demonstrates significant annual improvements in the following areas: <ul style="list-style-type: none"> Word recognition Reading comprehension Reading speed Spelling School Voice 21 certification		
To improve attendance for all students, particularly those that are Pupil Premium, and reduce the percentage of PAs	Attendance target: 97% <ul style="list-style-type: none"> Disadvantaged/PP gap reduced to 4% or less PA target: less than 10.5% 	Attendance target: 97% <ul style="list-style-type: none"> Disadvantaged/PP gap reduced to 3% or less PA target: less than 10.5% 	Attendance target: 97% <ul style="list-style-type: none"> Disadvantaged/PP gap reduced to 3% or less PA target: less than 10.5%
Improved engagement in extra-curricular activities and trips	Disadvantaged/PP students make up 20-25% of extra curricular clubs / trips to represent the school community.	Disadvantaged/PP students make up 25-30% of extra curricular clubs / trips to represent the school community.	Disadvantaged/PP students make up 25-30% of extra curricular clubs / trips to represent the school community.

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: £113,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality Teaching and Learning</p> <p>Comprehensive CPD programme in place for all staff, focussing on newly developed T&L Trust Principles based on Rosenshine's principles of instruction</p> <ul style="list-style-type: none"> ● Challenge for all ● Feedback for learning ● Literacy for life ● Stickability ● Responsive teaching ● Modelling ● Fostering a love of learning 	<p><i>"The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them... Mechanisms are the core building blocks of professional development. They are observable, can be replicated, and could not be removed without making PD less effective. Crucially, they are supported by evidence from research on human behaviour—they have been found, in contexts beyond teaching, to change practice."</i></p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>Other examples include:</p> <ul style="list-style-type: none"> ● The Teacher Toolkit (EEF) ● The Power of feedback (University of Reading) ● Flash Feedback – Matthew Johnson ● UCL Centre for Longitudinal Studies – evidence that silent, independent reading contributes towards vocabulary and de-coding skills. "The link between reading for pleasure and better vocabularies suggests that if young people are encouraged to discover a love for books, it could alter the course of their lives, regardless of their background." ● Diagnostic assessments (GL Exact and Lexia) ● HISP research article on the impact of KO - https://researchschool.org.uk/hisp/news/ko-how-did-we-get-here ● Reading Comprehension Strategies and the Trafalgar 7 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies 	<p>1, 2, 3, 4</p>
<p>Comprehensive professional development programme for staff at all levels</p>	<p><i>"Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap... Teachers make a difference. No matter the phase or school setting, it is the quality of teaching that can make the biggest difference to children's learning and to their ultimate success in school."</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1, 2</p>
<p>Voice 21</p>	<p><i>"On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers. These gaps grow as children move through school. Widening from just a</i></p>	<p>1, 2</p>

<p>Comprehensive CPD programme in place for all staff, focussing on developing children's spoken language and their ability to express their thoughts.</p> <ul style="list-style-type: none"> • Physical • Linguistic • Cognitive • Social and Emotional 	<p><i>few months aged six, to five years' difference by the age of 14. On leaving school, children with poor verbal communication skills are less likely to find employment and more likely to suffer from mental health difficulties... For Voice 21, oracy is at the intersection of curriculum and pedagogy; it is both learning to and through talk. It is a set of teachable skills essential for life (learning to talk) and a teaching methodology in which talk is used as a tool for learning (learning through talk)."</i></p> <p>https://voice21.org/ .</p> <ul style="list-style-type: none"> • Research article 'State of Speaking in our Schools' mirrors findings at Trafalgar. • All party Group on Oracy "Speak for Change" report - oracy improves children and young people's cognitive development and academic attainment, their wellbeing, and life chances by enabling them to develop the spoken language skills necessary to thrive in further education, training and employment. • EEF oral language interventions - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions • EEF recommendation in relation to structured talk - https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 	
<p>Literacy Strategies</p> <ul style="list-style-type: none"> • Let's Think • DEAR Time • The Trafalgar 7 • Whole school Big Read • Bespoke phonics programme 	<p><i>"Young people who leave school without good literacy skills are held back at every stage of life. Their outcomes are poorer on almost every measure, from health and wellbeing, to employment and finance. In secondary schools, the challenge of improving literacy is fundamental... literacy is key to academic success across the curriculum, and is more important than ever as curriculum reforms place new demands on students and teachers.</i></p> <p><i>EEF recommendations:</i></p> <ol style="list-style-type: none"> 1. Disciplinary literacy 2. Targeted vocabulary instruction 3. Read complex academic texts 4. Break down complex tasks 5. Combine writing instruction with reading 6. Opportunities for structured talk 7. High quality literacy interventions <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <ul style="list-style-type: none"> • Let's Think - King's College University Research led approach. 	1, 2
<p>Standardised Diagnostic Assessments</p> <ul style="list-style-type: none"> • GL Assessment • CAT4 	<p><i>"Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into pupil learning... When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups."</i></p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p>	1, 2
<p>Timetabling and Teaching Groupings</p>	<p><i>"Reducing class size has a small positive impact of +2 month, on average... Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher</i></p>	1, 2

<ul style="list-style-type: none"> Additional staffing and HLTAs in English and Maths enabling more regular, personalised and incisive feedback 	<p><i>quality interactions with pupils or minimising disruption... The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive."</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	
<p>Enhancing the Digital Curriculum</p>	<p><i>"The question is no longer whether technology should have a place in the classroom, but how technology can most effectively be integrated in ways which achieve improved outcomes for young people. But, as technology advances at lightning pace, it can be difficult for schools to decide which innovations to commit their scarce time and resources to."</i></p> <p>https://educationendowmentfoundation.org.uk/news/new-eef-guidance-report-published-using-digital-technology-to-improve-learning?utm_source=/news/new-eef-guidance-report-published-using-digital-technology-to-improve-learning&utm_medium=search&utm_campaign=site_searchh&search_term</p> <ul style="list-style-type: none"> EEF Rapid Evidence Assessment 2020 	<p>1, 2, 4</p>

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

Budgeted cost: £139,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEND - Strategic and Targeted Academic Intervention: across a multitude of internal and external units / departments</p> <p>Training, resourcing and specialist staffing for educational and inclusive provision:</p> <ul style="list-style-type: none"> SEND Phonics training 	<p><i>"The best provision for pupils with SEND requires coordination across multiple organisations and individuals... Across all schools, the number of pupils with SEND has risen for the third consecutive year. Pupils with SEND are more likely to be eligible for free school meals (28% compared to 13% of pupils without SEND), 7 and may have lower levels of wellbeing... An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils."</i></p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</p> <p>Internal basic characteristics place Trafalgar School as above average for many key indicators both nationally and locally, in particular: FSM6, those needing SEND support or those students with an EHC plan. Specific inclusion units (ARC, Compass and SEND) address the individual needs of our Pupil Premium students.</p>	<p>1, 2, 4</p>

<p>Inclusive Provision – allowing for targeted and structured interventions at all levels</p> <p>Training, resourcing and specialist staffing for inclusive provision:</p> <ul style="list-style-type: none"> • Compass • ARC 	<p><i>“Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.”</i></p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p>	<p>1, 2, 4</p>
<p>Positively YOU – external intervention company utilised to support students embarking on exams through explicit teaching of revision techniques and metacognition.</p> <ul style="list-style-type: none"> • Revision intervention • Exam technique • Revision materials 	<p><i>“Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well.”</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	<p>1, 2</p>

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

Budgeted cost: £121,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Relational Practice</p> <p>Bespoke whole school CPD to enable staff to drive a school based on the fundamental principles of relational practice.</p> <ul style="list-style-type: none"> Expert training Specialist staff Resourcing Community circles: check in / out Restorative meetings 	<p>Restorative Practice research and findings shows that pupil premium and vulnerable students learn more from this approach than other punitive methods.</p> <ul style="list-style-type: none"> Mark Finnis <i>Restorative Practice</i> EEF - Improving Behaviour in Schools. <p><i>“The average impact of behaviour interventions is four additional months’ progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.”</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1, 2, 3, 4
<p>Girls’ Network</p> <p>Mentoring programme linking Pupil Premium girls with strong, female role models in local business / industry.</p>	<p><i>“Mentors typically build relationships with young people by meeting with them one to one for about an hour a week over a sustained period, either during school, at the end of the school day, or at weekends... On average, mentoring appears to have a small positive impact on academic outcomes... Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.”</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	1, 2, 3, 4
<p>Attendance Strategies</p> <ul style="list-style-type: none"> Increase staffing capacity Training and specialist roles Increasing attendance at breakfast club for all pupil premium students. Reward schemes 	<p><i>“Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall... and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.”</i></p> <p>EEF: Attendance-REA-protocol-21092021.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	4
<p>Extra Curricular - opportunity and engagement</p> <ul style="list-style-type: none"> Activities week 	<p><i>“Children from the wealthiest backgrounds are 3 times more likely to take up music classes out of school hours than children from the poorest backgrounds. There is also a 20% participation gap in sport... Children from the poorest families are 3 times more likely to not participate in any extra-curricular activities</i></p>	3, 4

<ul style="list-style-type: none"> • Clubs • Duke of Edinburgh • Subject specific trips • Prom • PD days 	<p><i>compared to those from wealthier families... Extra-curricular activity is so important for young people, and can be especially advantageous in helping to improve the life-chances of those from disadvantaged backgrounds."</i></p> <p>Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)</p> <ul style="list-style-type: none"> • The Sutton Trust 'Subject to Background' report. <p>Families sending their children to Trafalgar School are characterised by relatively low levels of income, home ownership and history of post 16 education. Currently, just over 33% of students receive free school meals, whilst around a third of our intake come from homes in the poorest 25% nationally.</p>	
<p>Chromebook Scheme – providing equity of access to technology, resources and all lessons.</p> <ul style="list-style-type: none"> • Chromebooks subsidies • Digital curriculum expansion 	<p><i>"Though necessitated by Covid-19 disruption, focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning."</i></p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/The EEF guide to supporting school planning - A tiered approach to 2021.pdf</p> <ul style="list-style-type: none"> • EEF Rapid Evidence Assessment 2020 • Pre-covid - Bridging the Digital Divide: evidence and advice on remote learning and digital equality. • Education Development Trust. 	4
<p>Careers/NEET support</p> <p>Year 11 Careers Hub: https://sites.google.com/trafalgarconnected.com/trafalgarcareershub/home?authuser=0</p>	<p><i>"Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work."</i></p> <p>SYM873648 Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)</p> <p>CEIAG policy linked to the Gatsby Benchmarks ensures careers provision.</p>	3, 4

Total budgeted cost: £373,000

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 2021 to 2022 academic year.

Progress and Outcomes

Year 11 headlines and targets:

- Pupil Premium students met FFT50 targets for 5 - 9 in English and Maths.
- FFT20 was achieved for 7-9 in English and Maths.
- The Pupil Premium attainment gap for headline figures averages around -8%. However, this reduces dramatically (to 0) when compared to targets.
- The Pupil Premium progress gap has improved in almost all subjects at the end of KS4 in comparison to previous years.
- English Literature now has a positive gap of +9 in comparison to targets.
- English Literature, Biology, Chemistry and French all have a positive gap after two years of negative outcomes.
- English Language has reduced the gap by 11% from -12 to -1.
- Whilst there have been improvements, year on year, a gap between Pupil Premium students and their non-disadvantaged peers still exists in line with the national picture post Covid- 19 lockdowns.

Standardised landmark assessments showed the following positive trends in other year groups:

- Year 10: increase of 4% of students On/Above target, with a gap improvement from -8% to -3%.
- Year 9: increase of 12% of students On/Above target, with a moderate gap improvement from -9% to -5%.
- In Years 7 & 8, bespoke interventions, including the new Trafalgar Phonics Programme and Trafalgar 7 Reading Strategies have been launched to address the widening gap (which exists in line with the national picture post Covid-19).

Core subjects in KS3 are showing significant improvements in the percentage of students On/Above target (SIP aim is 70%):

- Year 8: Maths: 70% O/A, English 61% and Science 82%
- Year 9: English 68%, Maths 82%, Science 67.6% (positive gap of +10.2%)

Assessment and Intervention

Strong assessment practices are in place for all students, allowing effective curriculum and/or teaching and learning interventions to be put in place:

- GL Exact assessments utilised twice per year to track student literacy across all five years – showing improved reading comprehension in the majority of year groups.
- Lexia software used to deliver personalised literacy intervention shows improvement in word recognition scores.
- Speech and language programme showing successful interventions, to be expanded

- Phonics programme launched to close the reading gap.
- Trafalgar 7 comprehension strategy launched to close the comprehension gap.

Wider Strategies

- Attendance
- Digital Learning: Chromebook scheme has allowed equity of access for Pupil Premium students.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Revision and Exam Technique Seminar	Positively Making a Difference
Oracy Training and Education	Voice 21

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	