

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 - 24 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  | Turves Green Boys' School   |
| Number of pupils in school   | 563   |
| Proportion (%) of Pupil Premium eligible pupils  | 53.1%<br>Year 7 – 50.7%<br>Year 8 – 60.9%<br>Year 9 – 53.7%<br>Year 10 – 69.5%<br>Year 11 – 35.5% |
| Academic year/years that our current Pupil Premium strategy plan covers (3-year plans are recommended) | 2022/23 – 2024/25   |
| Date this statement was published  | December 2023   |
| Date on which it will be reviewed  | December 2024<br>December 2025  |
| Statement authorised by  | Mr J Till   |
| Pupil Premium lead   | Mr S Rogers   |
| Governor / Trustee lead  | Mrs L Draycott  |

## Funding overview

| Detail   | Amount   |
|--|----------|
| Pupil premium funding allocation this academic year                                    |          |
| Recovery premium funding allocation this academic year                                 |          |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0.00    |
| Total budget for this academic year  | £287,733 |

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

Turves Green Boys' School has used the Education Endowment Foundation Guide to Pupil Premium 2023, to form our strategic approach to the use of additional funding.

Our intention is that that all pupils who attend Turves Green Boys' School have equality of opportunity to become successful, resilient and confident young people. Our diverse curriculum will develop the key knowledge, skills and values, combined with enriching experiences will enable them to thrive in their chosen career path, regardless of the challenges they face or their socioeconomic background.

Our objective is to is to deliver curriculum-focused, high-quality teaching that caters to the unique needs of each pupil, aiming to narrow the gap in academic outcomes between disadvantaged pupils and their counterparts nationally by the end of Key Stage 4. Additionally, we strive to address this discrepancy within our internal assessments in all other year groups.

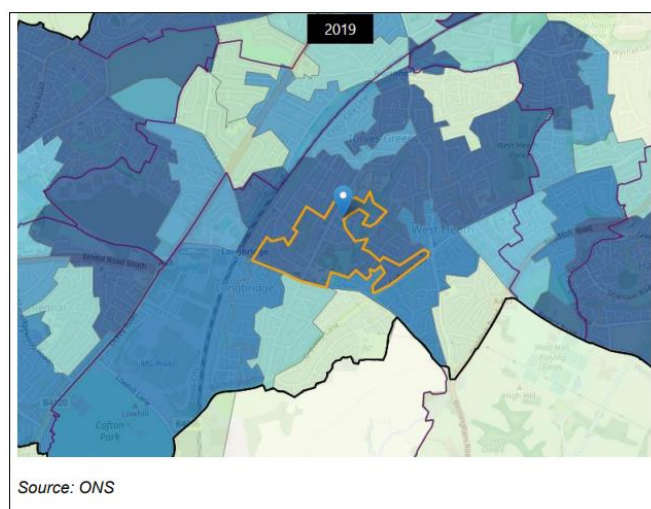
The obstacles confronted by disadvantaged pupils encompass deficiencies in reading and language skills, heightened attendance concerns, and more recurrent challenges pertaining to behaviour and attitude.

The fundamental principles guiding our approach are aimed at preventing any pupil from being disadvantaged due to a lack of equitable access to high-quality learning experiences, whether within or beyond the classroom. This commitment is reinforced by thorough data analysis, ensuring early intervention for both individual pupils and groups. Furthermore, we emphasise a collective responsibility among all school staff to hold the highest expectations for pupil achievements and to provide them with the essential support needed to actualise these expectations.

## Context

Turves Green Boys' School is located in Northfield within the Longbridge area of Birmingham and serves a community characterised by high social deprivation.

Positioned in a Lower Layer Super Output Area (LSOA) ranked at 1,367 out of 32,844 LSOAs in England based on the Income Deprivation Affecting Children Index (IDACI), where a ranking of 1 indicates the highest level of deprivation, the school is situated in one of the 10% most deprived neighbourhoods in the country.



Northfield is placed in the 1st Decile Nationally for deprivation, and within the context of the 533 constituencies in England, it holds the 26th position among the most deprived.

## Challenges

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

| Challenge Number | Detail of Challenge  |
|------------------|--|
| 1                | <b>Starting Point:</b> Poor levels of literacy and numeracy for disadvantage pupils compared to that of their peers.   |
| 2                | <b>Key Stage 4 Attainment:</b> The attainment and progress measures of disadvantaged pupils is lower than that of their peers.   |
| 3                | <b>Reading:</b> Many pupils in the school experience a disparity between their chronological age and reading age, and this gap is even more pronounced for those from a disadvantaged background.  |
| 4                | <b>Attendance:</b> Poor levels of attendance for disadvantage pupils compared to that of their peers.  |
| 5                | <b>Fixed Term Suspension and Permanent Exclusions (Attitude and Behaviour):</b> Data indicates that our disadvantaged pupils are more likely to become involved in incidents of poor behaviour resulting in a Fixed Term Suspension, or a Permanent Exclusion. |
| 6                | <b>Social, Emotional and Mental Health:</b> Data indicates that our disadvantaged pupils are more prevalent to SEMH problems compared to that of their peers.  |
| 7                | <b>Post-16 Destinations:</b> Lower aspiration for future destination for disadvantage pupils compared to that of their peers.  |

## 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   |
|--|--|
| For the progress and attainment of disadvantaged pupils to be comparable to their peers, both within the school and nationally, across all subjects, with a particular focus on those included in the English Baccalaureate suite. | <p>To surpass the national progress and attainment of all pupils, including those from disadvantaged backgrounds.</p> <p>To substantially narrow the progress and attainment disparity between disadvantaged pupils and their peers.</p> <p>To have a minimum of 50% of disadvantaged pupils entered for the English Baccalaureate by 2024-25.</p> |
| For the gap between their chronological age and reading age of disadvantaged pupils to be  | To demonstrate swift progress in narrowing the gap between reading ages and chronological  |

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| <p>diminished, aiming for comparability with their peers, both at the school level and nationally.</p>  | <p>ages for disadvantaged pupils through data analysis.</p> <p>Quality assurance efforts and teacher feedback should reflect the expansion of vocabulary and enhanced comprehension skills in the work of disadvantaged pupils.</p>   |
| <p>For the overall attendance level of disadvantage pupils to improve, aiming for comparability with their peers, both at the school level and nationally.</p>  | <p>Ensure that the attendance of all pupils, including those from disadvantaged backgrounds, is at least in line with the national average.</p> <p>Significantly diminish the gap in attendance between disadvantaged pupils and their peers.</p> <p>Maintain a persistent absence rate for the school that is below the national average.</p>  |
| <p>For incidents of poor behaviour resulting in a Fixed Term Suspension, or a Permanent Exclusion for disadvantage pupils to substantially decrease, thereby minimising disparities when compared to their peers.</p> | <p>Our internally data demonstrates:</p> <ul style="list-style-type: none"> <li>- a downward trend in the number of behaviour incident for all pupils, including those from disadvantaged backgrounds.</li> <li>- a reduction in the number of Fixed Term Suspension for all pupils, including those from disadvantaged backgrounds, aligning with or falling below the national average.</li> <li>- a reduction in the number of Permanent Exclusions for all pupils, including those from disadvantaged backgrounds, aligning with or falling below the national average.</li> </ul> <p>Teachers, pupils, and parents perceive a significant improvement in attitudes toward learning, behaviour, and conduct for all pupils, including those from disadvantaged backgrounds.</p> |
| <p>For the number of disadvantaged pupils requiring support for Social, Emotional and Mental Health problems to reduce, thus improving their emotional wellbeing.</p>   | <p>Qualitative data from pupil voice, pupil and parent surveys and teacher observation show improved levels of emotional wellbeing for all pupils, including those from disadvantaged backgrounds.</p> <p>Qualitative data from pupil voice, pupil and parent surveys and teacher observation reflect</p>   |

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|   | <p>positive responses regarding the internal support received by all pupils, including those from disadvantaged backgrounds.</p> <p>All pupils, including those from disadvantaged backgrounds, who require support for Social, Emotional, and Mental Health issues attend school more consistently.</p> |
| <p>For the number of disadvantaged pupils applying for, securing and sustaining level 3 courses at the post-16 destination to increase.</p> | <p>School data to evidence an increased enrolment of pupils, including those from a disadvantaged background, on a level 3 course as their post-16 destination.</p>  |

## 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: £119,407.95

| Activity   | Evidence that supports this approach  | Challenge Number(s) Addressed |
|--|---|-------------------------------|
| <p>Add capacity to the schools Senior Leadership Team by appointing an additional member of staff – a specialist focusing on literacy.</p>   | <p><a href="https://educationendowmentfoundation.org.uk/news/guest-blog-how-our-school-leadership-became-more-evidence-informed">https://educationendowmentfoundation.org.uk/news/guest-blog-how-our-school-leadership-became-more-evidence-informed</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/secondary-literacy">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/secondary-literacy</a></p>  | All                           |
| <p>To assign a member of the schools Senior Leadership Team at the school to each of the intended outcomes.</p>  | <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf</a></p>  | All                           |
| <p>Deliver a professional development programme for teaching and learning that emphasises evidence-based strategies to enhance Quality First Teaching.</p> <p>This programme aims to refine pedagogy and practices, focusing on improving recall, metacognition, self-regulation, modelling, and feedback.</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/supporting-self-knowledge-through-modelling">https://educationendowmentfoundation.org.uk/news/supporting-self-knowledge-through-modelling</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> | 1, 2, 3, 4, 5,                |
| <p>Recruit and retain high-quality teachers, incorporating improved staffing ratios in English, Mathematics, Science, and</p>  | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-quality-recruitment-and-retention">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-quality-recruitment-and-retention</a></p>  | 1, 2, 3, 4, 5,                |

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| Modern Foreign Languages. | <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-three-takeaways-from-the-evidence-on-improving-teacher-recruitment-and-retention">https://educationendowmentfoundation.org.uk/news/eef-blog-three-takeaways-from-the-evidence-on-improving-teacher-recruitment-and-retention</a> |  |
|---------------------------|---|--|

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

Budgeted cost: £83,729.43

| Activity   | Evidence that supports this approach  | Challenge Number(s) Addressed |
|--|---|-------------------------------|
| Embed and enhance targeted academic intervention measures.   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>   | All                           |
| Embed and enhance targeted reading interventions for pupils with a reading age below their chronological age, utilising programs such as Fresh Start, Lexonik, and Accelerated Reader. | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a><br><br><a href="https://educationendowmentfoundation.org.uk/news/small-group-reading-intervention-shown-to-boost-pupil-progress">https://educationendowmentfoundation.org.uk/news/small-group-reading-intervention-shown-to-boost-pupil-progress</a><br><br><a href="https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools">https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</a> | 1, 2, 3, 4, 5, 7              |
| Incorporate RAFT sessions into the school timetable.   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a><br><br><a href="https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools">https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</a>  | 1, 2, 3, 4, 5, 7              |
| Further develop the role of Academic Coaches to provide specialist support through individual or small-group tutoring for pupils at the highest risk of falling behind.                | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition/technical-appendix/queen-rania-foundation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition/technical-appendix/queen-rania-foundation</a>  | 1, 2, 3, 4, 5, 7              |
| Utilise Learning Support Assistants to assist with interventions focused on literacy and reading.  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>   | 1, 2, 3, 4, 5, 7              |



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|--|--|-------------------------|
|  | <p><a href="https://educationendowmentfoundation.org.uk/news/small-group-reading-intervention-shown-to-boost-pupil-progress">https://educationendowmentfoundation.org.uk/news/small-group-reading-intervention-shown-to-boost-pupil-progress</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition/technical-appendix/queen-rania-foundation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition/technical-appendix/queen-rania-foundation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools">https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</a></p> |                         |
| <p>Utilise electronic software programs to enhance learning, both within the school and at home.</p>             | <p><a href="https://educationendowmentfoundation.org.uk/news/latest-evaluation-reports-include-new-analysis-of-impact-of-reading-programme-on-disadvantaged-pupils">https://educationendowmentfoundation.org.uk/news/latest-evaluation-reports-include-new-analysis-of-impact-of-reading-programme-on-disadvantaged-pupils</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-accelerated-reader-what-does-the-research-tell-us">https://educationendowmentfoundation.org.uk/news/eef-blog-accelerated-reader-what-does-the-research-tell-us</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>   | <p>1, 2, 3, 4, 5, 7</p> |
| <p>Easter School for Year 11: targeted intervention and support leading up to the Summer Examination series.</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition/technical-appendix/queen-rania-foundation#">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition/technical-appendix/queen-rania-foundation#</a></p> <p><a href="https://www.gov.uk/government/publications/summer-schools-programme">https://www.gov.uk/government/publications/summer-schools-programme</a></p>   | <p>2, 7</p>             |

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|---|---|----------------|
| <p>Enhance the offering of Peripatetic Music lessons.</p>   | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>  | <p>4, 5, 6</p> |
| <p>Add capacity in the Modern Foreign Language faculty by appointing an Academic Coach to provide specialist support through individual or small-group tutoring for pupils at the highest risk of falling behind.</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition/technical-appendix/queen-rania-foundation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition/technical-appendix/queen-rania-foundation</a></p> | <p>2, 7</p>    |

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

Budgeted cost: £84,595.62

| Activity  | Evidence that supports this approach  | Challenge Number(s) Addressed |
|---|---|-------------------------------|
| <p>Embed a positive culture of behaviour and attitudes within the school by enhancing and advancing pastoral resources to assist all pupils, including the School Social Worker, Mental Health Support Worker, and Emotional Wellbeing Intervention Lead.</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>   | <p>All</p>                    |
| <p>Embed a systematic approach to address irregular school attendance, coupled with a pupil rewards and incentive programme to encourage strong and improved school attendance.</p>   | <p><a href="https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils">https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools">https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p> <p><a href="https://www.birmingham.gov.uk/downloads/download/1839/school_attendance_and_absence_-_fast_track_information_for_schools">https://www.birmingham.gov.uk/downloads/download/1839/school_attendance_and_absence_-_fast_track_information_for_schools</a></p> | <p>All</p>                    |
| <p>Ensure pupils with irregular school attendance have access to key personnel to</p>   | <p><a href="https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils">https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils</a></p>  | <p>All</p>                    |

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| <p>support with removing barriers.</p> <p>Key personnel include the Attendance Manager, Social Worker, Mental Health Support Worker, Emotional Wellbeing Intervention Lead, and Head of House.</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools">https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</a></p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p> <p><a href="https://www.birmingham.gov.uk/downloads/download/1839/school%20attendance%20and%20absence%20-%20fast%20track%20information%20for%20schools">https://www.birmingham.gov.uk/downloads/download/1839/school attendance and absence - fast track information for schools</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> |               |
| <p>Establish a strong school community by cultivating a positive relationship between home and school.</p>   | <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1704384543">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1704384543</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>   | All           |
| <p>Embed a high-quality, aspirational careers programme that provides enriching experiences for all pupils from Years 7 to 11.</p>   | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>  | 2, 3, 4, 5, 7 |
| <p>Collaborate closely with external organisations, such as Birmingham Children’s Trust and Forward Thinking</p>   | <p><a href="https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping_children_safe_in_education_2023.pdf">https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping children safe in education_2023.pdf</a></p>  | 2, 4, 5, 6, 7 |

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| Birmingham, to assist pupils and their families.   |   |               |
| <p>Enhance the offerings and intervention services provided by the Success Centre to support pupils.</p> <p>The Success Centre serves as a dedicated resource for pupils facing temporary challenges in accessing the curriculum. It serves as a space where pupils can complete classwork, engage in support programmes addressing social, emotional, and behavioural difficulties, or receive assistance with sensory needs in a calm and focused setting.</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> | All           |
| Expand and enhance the Combined Cadet Force programme.   | <a href="https://combinedcadetforce.org.uk/">https://combinedcadetforce.org.uk/</a>   | 2, 4, 5, 6, 7 |
| Expand and enhance the Duke of Edinburgh's Award programme.  | <a href="https://www.dofe.org/">https://www.dofe.org/</a>   | 2, 4, 5, 6, 7 |

**Total budgeted cost: £287,733.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Attainment

- For the academic year 2022-23, our disadvantaged pupils achieved an overall Progress 8 of -0.98, indicating an improvement of 0.52 compared to the previous academic year when the measure for disadvantaged pupils was -1.5.
- For the academic year 2022-23, our disadvantaged pupils achieved an overall Attainment 8 of 31.50, indicating an improvement of 6.30 compared to the previous academic year when the measure for disadvantaged pupils was 25.20.
- For the academic year 2022-23, 49.1% of disadvantaged pupils achieved a Grade 4 or above in English, with 25.5% achieving a Grade 5 or above. This indicates an improvement when compared to the previous academic year, where 29.6% of disadvantaged pupils achieved a Grade 4 or above in English, and 24.1% achieved a Grade 5 or above.
- For the academic year 2022-23, 56.4% of disadvantaged pupils achieved a Grade 4 or above in Mathematics, with 30.9% achieving a Grade 5 or above. This indicates an improvement when compared to the previous academic year, where 33.3% of disadvantaged pupils achieved a Grade 4 or above in Mathematics, and 18.5% achieved a Grade 5 or above.
- For the academic year 2022-23, 32.7% of our disadvantaged pupils were entered for the EBACC, reflecting an increase of 21.6% compared to the previous academic year when the corresponding figure for disadvantaged pupils was 11.1%.

#### Post-16 Destinations

- For the academic year 2022-23, every pupil participated in the school's comprehensive careers advisory programme, which included individual career meetings, workshops, events, visits to colleges and universities, as well as trips and talks from apprenticeship providers, and our internal career fair.
- All of our disadvantaged pupils successfully secured a destination at a college, 6<sup>th</sup> form, or an apprenticeship provider.

#### Attendance

- For the academic year 2022-23, the overall attendance for our disadvantaged pupils was 83.9%. This shows an improvement of 2.9% when compared to the previous academic year when the measure for disadvantaged pupils was 81.0%.
- Improved attendance procedures have had and continue to have a positive impact on weekly attendance and overall attendance figures for all pupils, including those from a disadvantaged background. During the Autumn Term of the 2023-24 academic year, disadvantaged pupils achieved an overall attendance rate of 87.4%, surpassing the FFT National Average of 86.2% by 1.2%.

## Externally Provided Programs

| <b>Program</b>     | <b>Provider</b>          |
|--------------------|--------------------------|
| Fresh Start        | Fresh Start in Education |
| Lexia              | Lexia Learning           |
| Seneca Learning    | Seneca                   |
| Hegarty Maths      | Hegarty                  |
| Accelerated Reader | Renaissance Learning     |
| SISRA Analytics    | Juniper Education        |
| SISRA Observe      | Juniper Education        |
| MathsWatch         | MathsWatch               |
| Kerboodle          | Oxford University Press  |