

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Selly Park Girls' School
Number of pupils in school	821
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	L Darwood
Pupil premium lead	W Arif
Governor / Trustee lead	L Man

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£437 805
Recovery premium funding allocation this academic year	£116 748
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	£554 553

Part A: Pupil premium strategy plan

Statement of intent

Our primary aim is for every student to be aspirational, confident and be on the road to realising their ambitions. We are aware that some of our students come from disadvantaged backgrounds; therefore, we want to remove any barriers they face and facilitate their social mobility.

We want pupil premium students to enjoy learning in our safe and secure environment, be intellectually curious and achieve their potential in every subject. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We aim to expose our pupil premium students to a range of experiences and opportunities, both inside and outside of the curriculum, that will fully prepare them for the next phase of their education or the world of work.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 0.25 and 2.08% lower than for non-disadvantaged pupils.

	Last year nearly 20% of pupil premium pupils were persistently absent from school, almost 7% higher than non-PP pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	<p>Analysis of behaviour data over a 3-year period shows us that disadvantaged pupils have a positive behaviour ratio between 5-6% less than their non-disadvantaged peers.</p> <p>Pupils receiving internal isolations are 2 times more likely to be from a disadvantaged background, and pupils receiving suspensions are 2 times more likely to be from a disadvantaged background. There were 42 suspensions recorded for PP pupils over the past academic year, and 20 for non-PP pupils.</p>
3	Our assessments show that disadvantaged pupils in our school make excellent progress, however compared to their non-disadvantaged peers last years GCSE cohort achieved an A8 score 3.5 points lower. PP A8 score for 2023 was 48.29 compared to an A8 score of 51.50 for non-PP pupils.
4	Our analysis and observations suggest that our disadvantaged pupils have fewer opportunities outside of school to experience a range of sports, cultural experiences and enrichment activities.
5	Our analysis and observations suggest that our disadvantaged pupils generally engage less with the school in regards to attendance at parents evening and parental workshops.

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
To achieve and sustain an improved attendance of disadvantage pupils	<ul style="list-style-type: none"> Overall attendance of disadvantaged pupils to be above 97% To eliminate the gap between the disadvantaged and non-disadvantaged attendance percentage Reduce % of PP PA's in line with Non-PP and below 20%
To achieve and sustain an improved behaviour ratio for disadvantaged pupils	<ul style="list-style-type: none"> To achieve a behaviour ratio of at least 85% positive for disadvantaged pupils To continue to effectively implement a range of behaviour pathways which focus on restorative justice Reduce internal reflections over the next academic year for disadvantaged pupils (C5's) by at least 10%. Reduce suspensions for disadvantaged pupils (C6's) by at least 10%
Improved attainment among disadvantaged pupils across the	<ul style="list-style-type: none"> Achieve a A8 score of 55 Attainment over the past 5 years for disadvantaged pupils is 48.29 2023, 49.15 2022, 55.02 TAG's 2021, 48.38 CAG's 2020, 46.89 2019 compared to non-disadvantaged pupils of 51.50

<p>curriculum at the end of KS4, with a focus on EBacc subjects.</p>	<p>2023, 60.21 2022, 56.78 TAG's 2021, 54.47 CAG's 2020 and 48.18 2019.</p> <ul style="list-style-type: none"> • Achieve a P8 score of 0.5 for PP pupils. P8 in 2023 was 0.30 for PP and 0.11 for Non-PP • 90% of PP pupils in year 11 to be entered for the Ebacc
<p>To improve and sustain opportunities for disadvantaged pupils to develop and improve their social mobility</p>	<ul style="list-style-type: none"> • Disadvantaged pupils to contribute to at least 58% of the attendance figures at extra-curricular clubs • Disadvantaged pupils to contribute to at least 58% of the attendance figures at all school trips and cultural capital opportunities • Disadvantaged pupils to contribute to at least 58% of the attendance figures for school committees and leadership groups
<p>To improve parental engagement for disadvantaged pupils</p>	<ul style="list-style-type: none"> • To deliver a range of parental workshops to provide parents with the knowledge, skills, and strategies to navigate the challenges of raising children. These sessions will focus on attendance, attainment, behaviour and safeguarding. • To ensure disadvantaged families contribute to at least 58% of parent evening attendance

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: £350 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staffing – employment of a wide range of school staff to support with the academic and pastoral development of each pupil, including pastoral managers, teaching assistants, EAL specialist and Pupil Premium Lead coordinator.</p>	<p>EEF (Teaching and Learning Toolkit) states:</p> <ul style="list-style-type: none"> • Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. • Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. 	<p>1,2,3,4,5</p>
<p>Educational resources and digital technology – all departments have access to a Pupil Premium application sheet where additional educational resources or digital technology can be provided for disadvantaged pupils. Most departments can use GCSE Pod and other online resources to support in the teaching of their curriculum.</p>	<p>EEF (Digital Technology Report) states:</p> <ul style="list-style-type: none"> • Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom • Technology can be engaging and motivating for pupils. 	<p>4,5</p>
<p>CPD - This will involve ongoing teacher training and support and release time, in particular focusing on raising aspirations for disadvantaged pupils through the use of the National College training as well as the use of external company dragonfly.</p>	<p>EEF (Effective Professional Development Report) states:</p> <ul style="list-style-type: none"> • High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. 	<p>5</p>

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

Budgeted cost: £120 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Saturday School – All year 11 pupils will have access to Saturday School which consists of core subject lessons, independent study time and mentoring from recent school leavers. Cultural capital trips will be available for those pupils that regularly attend Saturday School.</p>	<p>EEF (Teaching and Learning Toolkit) states:</p> <ul style="list-style-type: none"> • Programmes that extend school time have a positive impact on average • Planning to get the most from any extra time is important. It should meet pupils' needs and build on their capabilities. Where additional time is voluntary, it is important to monitor attendance to ensure pupils who need additional support can benefit. 	<p>3,4,5</p>
<p>NTP School Led Tutoring - Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. The school will also employ 2 academic mentors to tutor in school additional English and Maths.</p>	<p>EEF (Teaching and Learning Toolkit) states:</p> <ul style="list-style-type: none"> • Small group tuition has an average impact of four months' additional progress over the course of a year. • Small group tuition is most likely to be effective if it is targeted at pupils' specific needs and, as a rule of thumb, the smaller the group the better 	<p>5</p>
<p>Attendance rewards – rewards events to encourage regular attendance will be planned throughout the school year. This includes an end of year reward trip for all pupils which will include a concession dependant on attendance and behaviour throughout the year.</p>	<p>EEF (Increasing Pupil Motivation Report) states:</p> <ul style="list-style-type: none"> • There is evidence to suggest that the impact of the event incentive treatment is larger in Maths for pupils with low levels of prior attainment at Key Stage 2 	<p>1</p>
<p>Holiday School – a range of extra learning and wellbeing activities will be available throughout the year during school holidays, including focused catch-up sessions for core subjects and sports clubs.</p>	<p>EEF (Teaching and Learning Toolkit) states:</p> <ul style="list-style-type: none"> • Holiday schools have a positive impact on average (three months' additional progress) • Holiday schools that include an intensive teaching component such as using small group or one to one approaches have higher impacts, on average. 	<p>1</p>

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

Budgeted cost: £65 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Music lessons – Peripatetic lessons will be available free of charge for all pupils in the school with the expectation that a large proportion of these pupils will be from a disadvantaged background</p>	<p>EEF (Teaching and Learning Toolkit) states:</p> <ul style="list-style-type: none"> • Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. • Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. • Improved outcomes have been identified in English, mathematics and science. 	4
<p>Selly 7 trips – the Selly 7 initiative will give all pupils in the school the opportunity to participate in a cultural capital experience with their year group.</p>	<p>Social Mobility Commission (An Unequal Playing Field) states:</p> <ul style="list-style-type: none"> • Our qualitative data showed that extracurricular activities give young people the confidence to interact socially with others, extend their social networks beyond existing friendship groups, and provide them with new skills and abilities. Some also perceive them as important for their long-term career aspirations as well as useful in building stronger university and job applications. • Our analysis of data from Understanding Society also suggests further positive outcomes in relation to educational aspirations. 	3,4
<p>Behaviour and Wellbeing interventions – a range of interventions and activities used to support disadvantaged pupils will be implemented throughout the year, these will include RSPCA Teaching Centre, Equine therapy, school councillors, behaviour mentoring, Forest school and bushcraft residential.</p>	<p>EEF (Teaching and Learning Toolkit) states:</p> <ul style="list-style-type: none"> • Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. • Effects tend to be slightly higher on literacy outcomes (+4 months) than mathematics (+3 months) • Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months) 	3,4
<p>Enhanced careers programme – supporting disadvantaged pupils in</p>	<p>EEF (Teaching and Learning Toolkit) states:</p>	4

<p>their knowledge and understanding of career opportunities, in particular extending opportunities for practice interviews to more pupils in KS3</p>	<ul style="list-style-type: none"> • Aspiration approaches are diverse and may focus on parents and families, teaching practice or out-of-school interventions or extra-curricular activities involving peers or mentors. • Given the limited evidence base, it is particularly important to monitor the impacts where aspiration approaches are used as a method of improving attainment. 	
<p>Breakfast club – providing a range of breakfast foods for all pupils who require it in the mornings before the start of the school day</p>	<p>EEF (Extending school time report) states:</p> <ul style="list-style-type: none"> • There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time. • To increase the likelihood of additional school time benefitting disadvantaged pupils, school leaders should consider how to secure engagement and attendance among those from disadvantaged backgrounds. 	<p>1,2,3,5</p>
<p>Departmental Cultural Capital – supporting departments in providing a wide range of cultural capital experiences for all pupils. Departments can apply for support in reducing costs for PP pupils to participate.</p>	<p>Social Mobility Commission (An Unequal Playing Field) states:</p> <ul style="list-style-type: none"> • Our qualitative data showed that extracurricular activities give young people the confidence to interact socially with others, extend their social networks beyond existing friendship groups, and provide them with new skills and abilities. Some also perceive them as important for their long-term career aspirations as well as useful in building stronger university and job applications. • Our analysis of data from Understanding Society also suggests further positive outcomes in relation to educational aspirations 	<p>3,4,5</p>
<p>Laptop Lending Scheme</p>	<p>EEF (Digital Technology Report) states:</p> <ul style="list-style-type: none"> • Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom <p>Technology can be engaging and motivating for pupils.</p>	<p>3,5</p>

Total budgeted cost:

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 2022 to 2023 academic year.

This report provides information on how the school used the Pupil Premium (PP) in the last academic year and the impact this had on our pupil's academic achievement and personal wellbeing. It also shows how we made sure that the provision for this group of pupils was of consistently high quality so that each action funded by PP should lead to improvements in pupils' development and learning and enable them to achieve high standards. In our school, we are ambitious for all our children and have high expectations of all.

Specific barriers to education that our children face:

- Distance from school pupils live
- Parents and family with very little English
- Social and emotional difficulties and challenges enhanced by the pandemic
- Insufficient family engagement with their schooling
- High proportion of poverty and deprivation

Review: The year's aims and outcomes

Aim	Outcome
To achieve and sustain an improved attendance of disadvantage pupils	<ul style="list-style-type: none">• Overall attendance of disadvantaged pupils to be above 97% - PP attendance for 2022-23 was 91.90% compared to 93.93% non-PP (2.03% difference)• PP who was PA was 27.95% compared to 20.77% non-PP (7.18% difference)• Although significantly below our targets these attendance figures reflect well when comparing to the national picture regarding attendance and persistent absence.
To achieve and sustain an improved behaviour ratio for disadvantaged pupils	<ul style="list-style-type: none">• End of year behaviour ratio of 82% positive for PP pupils. This was 4% below non-PP pupils• 36 of the 50 C6 suspensions were for PP pupils (72%)• 219 of the 312 internal isolations were for PP pupils (70%)
Improved attainment among disadvantaged	<ul style="list-style-type: none">• PP pupils achieved a P8 score of 0.30 compared to 0.11 non-PP

pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	<ul style="list-style-type: none"> Progress over the past 4 years for disadvantaged pupils is 0.44 2022, 0.52 TAG's, 0.44 CAG's, 0.56 2019 compared to non-disadvantaged pupils of 1.02 2022, 0.47 TAG's, 0.64 CAG's and 0.45 2019. PP pupils achieved a A8 score of 48.30 compared to 51.62 non-PP Attainment over the past 4 years for disadvantaged pupils is 49.13 2022, 55.02 TAG's 2021, 48.38 CAG's 2020, 46.89 2019 compared to non-disadvantaged pupils of 56.78 TAG's 2021, 54.47 CAG's 2020 and 48.18 2019.
To improve and sustain opportunities for disadvantaged pupils to develop and improve their social mobility	<ul style="list-style-type: none"> 48% of all extra-curricular attendance was from PP pupils – over 3800 sessions in 2022-23 PP pupils made up for 54% of all pupils attending cultural capital trips 50% of all pupils on committees and student groups are PP pupils
Improved reading comprehension among disadvantaged pupils across KS3 and KS4.	<ul style="list-style-type: none"> 3 phase reading intervention implemented across all year groups Clear progress made by PP eligible pupils Increase from 71% Autumn to 73% Summer PP pupils at or above age expected reading age Increase from 2% Autumn to 9% Summer PP pupils exceeding their reading age Decrease from 7% Autumn to 5% Summer PP pupils on expected age at Summer assessment PP pupils 1% less likely than non-PP to be reading at expected age at Summer assessment

Overview of PPG expenditure and outcomes for pupils:

- Nature of additional support
- How is it linked with access to school curriculum and learning
- Outcomes for pupils
- Reasons for decision on specific strategy

Report: Overview of expenditure and outcomes - 2021 to 2022

Total number of pupils on roll	740
Total number of pupils eligible for PPG (Ever 6 & Ever)	418
Amount of PPG received per pupil	£955
Total amount of PPG received	£399 448

Recovery Premium funding allocation this academic year			£111 366
Total budget for this academic year			£510 814
Nature of School Actions	How much was spent?	Impact on Pupils: What are the outcomes for pupils?	Reasons for decision on specific strategy
Staffing – employment of a wide range of school staff to support with the academic and pastoral development of each pupil, including pastoral managers, teaching assistants, EAL specialist and Pupil Premium Lead coordinator.	£320k	<ul style="list-style-type: none"> Overall attendance of disadvantaged pupils to be above 97% - PP attendance for 2022-23 was 91.90% compared to 93.93% non-PP (2.03% difference) PP who was PA was 27.95% compared to 20.77% non-PP (7.18% difference) Although significantly below our targets these attendance figures reflect well when comparing to the national picture regarding attendance and persistent absence. <p>Final behaviour data for year:</p> <ul style="list-style-type: none"> End of year behaviour ratio of 82% positive for PP pupils. This was 4% below non-PP pupils <ul style="list-style-type: none"> 36 of the 50 C6 suspensions were for PP pupils (72%) 219 of the 312 internal isolations were for PP pupils (70%) New SP Way routines are now embedded and we can see a large reduction in low level concerns raised during lessons by teaching staff. 	The school recognises that the effective utilisation of our own members of staff is the best way to have a positive impact on a child whether it be for issues related to their attendance, behaviour or other concerns. There are robust systems in place with effective training for staff to ensure they can fulfil their roles effectively
CPD - This will involve on-going teacher training and support and release time, on particular focusing on metacognition and self-regulation.	£2k	<ul style="list-style-type: none"> As a school we have focused on improving staff's pedagogical content to enhance the teaching of the curriculum. 36 hours of teaching and learning focused CPD is undertaken by all staff annually. In addition, staff have access to online (National College) and in school optional CPD and 25 hours of Inset days are also delivered. This amounts to over 2000 hours of CPD accessed by staff annually. <ul style="list-style-type: none"> Our Quality of Teaching and Learning programme demonstrates teaching staff are delivering lessons that are 95% proficient practice or better. Marking and feedback is 92% Good Practice or better. 47% as a clear strength. In lessons, Behaviour and Attitudes are 98% positive or better and Differentiation 93% Good practice or better. A highly developed and personalised CPD pathway for all staff, lesson observation buddy scheme and book scrutiny proforma have all been implemented to assure consistency with judgements. 98% of feedback from CPD sessions is good or better with 67% Strong practice. We also support peer to peer CPD through a Triad programme partnering teachers across the curriculum to share best practice. Leaders support all learners to complete their programmes of study and provide staff with support to make this possible. 	Teacher development at the heart of the Quality of Education provided
Educational resources and digital technology – all departments have access to a Pupil Premium application sheet where additional educational resources or digital technology	£1.5k	<ul style="list-style-type: none"> Subject requests from Science and DT have been processed to provide PP pupils with educational resources in the classroom Special request for year 10 pupil has been processed to ensure she has access to a range of materials to support her in her GCSE's Drama trip subsidised by PP budget to support pupils being able to attend a pantomime 	We recognise that deprivation is a barrier to some pupils obtaining the required educational resources needed to fully access a subject's curriculum. Where this is an issue subject leads or other

can be provided for disadvantaged pupils			members of staff can apply for support for pupils.																									
Saturday School – All year 11 pupils will have access to Saturday School which consists of core subject lessons, independent study time and mentoring from recent school leavers. Cultural capital trips will be available for those pupils that regularly attend Saturday School.	£20k	<ul style="list-style-type: none"> The school's unique Saturday School ensures disadvantaged students can access the whole curriculum and receive extra teaching and support where necessary. 85% of disadvantaged pupils attended at some point A total of 25 Saturday School sessions were available to pupils throughout the year PP pupils received an additional 2168 teaching hours from Saturday School <ul style="list-style-type: none"> 45% of all Saturday School attendees were PP <table border="1"> <thead> <tr> <th>SATURDAY SCHOOL</th> <th>Total Girls (139)</th> <th>TOTAL %</th> <th>Total PP (78)</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Average</td> <td>50.83</td> <td>36%</td> <td>22.58</td> <td>45</td> </tr> <tr> <td>Total</td> <td>1220</td> <td></td> <td>542</td> <td></td> </tr> <tr> <td>EXTRA HOURS</td> <td>4880</td> <td></td> <td>2168</td> <td></td> </tr> <tr> <td colspan="5">Pupils who have attended over 50% have improved by ¼ grade</td> </tr> </tbody> </table>	SATURDAY SCHOOL	Total Girls (139)	TOTAL %	Total PP (78)	PP	Average	50.83	36%	22.58	45	Total	1220		542		EXTRA HOURS	4880		2168		Pupils who have attended over 50% have improved by ¼ grade					Many pupils travel on community vans and are not therefore able to stay after school to partake in additional study time. Saturday school is available and focuses on ensuring KS4 pupils can have extra learning time in core subjects as well as independent study time which many pupils do not have appropriate study space at home to complete.
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NTP School Led Tutoring - Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	£40k	<ul style="list-style-type: none"> Tutoring was delivered to nearly 200 pupils who received nearly 3000 additional hours of tutoring in English, Science and Maths. Tutoring was delivered mainly through Saturday School and feedback from students is overwhelmingly positive Analysis of Year 11 outcomes compared to tutoring hours received show that... 83% of those pupils who received more than 10 hours of tutoring in Maths achieved a grade 4 pass with 68% achieving a grade 5 or above. This predominantly from a cohort with a target grade of 4/5. 90% of those pupils who received more than 10 hours of tutoring in English achieved a grade 4 pass with 83% achieving a grade 5 or above. This predominantly from a cohort with a target grade of 4/5. 	In response to the COVID pandemic, the school utilised the full support from the government to rollout School Led Tutoring to pupils across all year groups.																									
Attendance rewards – rewards events to encourage attendance during known low points throughout the year will be put into place.	£8k	<ul style="list-style-type: none"> Hall of Bounce rewards event on 4/3 for all pupils with 100% attendance over the two weeks either side of the Winter break. 	Significant drops in attendance have been evident over a number of years, in particular the week before and after a school holiday. The rewards event here focused on encouraging attendance in these crucial weeks.																									
Holiday School – a range of extra learning and wellbeing activities will be available throughout the year during school holidays, including focused catch-up sessions for	£6k	<ul style="list-style-type: none"> Easter School programme delivered to Year 11 pupils <ul style="list-style-type: none"> 3 days with 4 hours of teaching each day Run in house by school staff and departments <ul style="list-style-type: none"> Average of 45 pupils per day Total 135 (62 = 49% were PP) pupil marks and 540 additional hours of teaching <p>OVERVIEW OF HOLIDAY SCHOOL SESSIONS RUN:</p> <table border="1"> <thead> <tr> <th>Positive Futures Half Term Holiday School</th> <th>October Half Term 2 days Maths</th> <th>February Half Term 3 days Maths</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Positive Futures Half Term Holiday School	October Half Term 2 days Maths	February Half Term 3 days Maths				Like the strategy of running a Saturday school due to many of our pupils finding it difficult to attend interventions after school, holiday schools are another way in which we can combat this issue and provide additional opportunities for those pupils who may want																			
Positive Futures Half Term Holiday School	October Half Term 2 days Maths	February Half Term 3 days Maths																										

core subjects and sports clubs.			1 day English		it. These events are targeted and well attended.
		Total Pupil Numbers	24	22	
		Total PP Numbers	12	10	
		PP %	50%	45%	
		100% of pupils demonstrated improvement in understanding Pet-Xi testing			
			HOLIDAY SCHOOL	Easter Holidays (x3 days)	
	Total Pupil Numbers	84	62		
	Total PP Numbers	53	35		
	PP%	63%	56%		
Music lessons – Peripatetic lessons will be available free of charge for all pupils in the school with the expectation that a large proportion of these pupils will be from a disadvantaged background	£12k	<ul style="list-style-type: none"> PP pupils have participated in free music lessons throughout the academic year Building towards reintroduction of Music GCSE course Enjoyment in playing a musical instrument developed Pupil involvement in Music performances during the school year 	Provided by in house staff member. Lessons taught for keyboard, dhol, violin, flute and clarinet Lessons free for PP students – enhancing the Music curriculum. The school has invested in free music tuition to broaden the opportunities available for pupils		
Selly 7 trips – the Selly 7 initiative will give all pupils in the school the opportunity to participate in a cultural capital experience with their year group.	£10k	<ul style="list-style-type: none"> Year 11 Selly 7 trip has taken place to Blackwell Court Vast majority of YR 11 pupils involved (56% of which are PP pupils) All Selly 7 trips have taken place this year ensuring all pupils experience a trip. <ul style="list-style-type: none"> Year 7-9 – Cannon Hill park trip Year 10 – Blists Hill Victorian Village Year 11 – Blackwell Court 	Our Selly 7 initiative provides a spiralling level of cultural capital opportunities for all of our pupils. These increase in widening their understanding of the world around them. Unfortunately due to COVID restrictions, these have been restricted this year again, with the hope they will return to normal on 2022-23.		
Wellbeing Clubs – a range of clubs and activities used to support disadvantaged pupils will be implemented throughout the year and	£1k	<ul style="list-style-type: none"> Aerokicks continued to be delivered as an intervention throughout the year. In total 14 x Year 9 pupils and 13 x Year 7 pupils attended a block of sessions. Aerokick- 6 pupils with the highest number of negative behaviour sanctions have improved from 63% positive to negative ratio to 85% following 5 Aerokick sessions. (April, 2022.) The RSPCA teaching centre was an intervention run for 6 x yr. 7 pupils. Pupils behaviour continued to be monitored and all pupil’s behaviour remained positive during the duration of these interventions. 	We recognise that to support our pupils having a breadth of interventions to re-engage them is essential. We are constantly looking for further ways in which we can support pupils who need it.		
Behaviour interventions - implemented throughout the year with targeted disadvantaged pupils to improve pupil behaviour					
Enhanced careers programme – supporting disadvantaged pupils in their knowledge and understanding of career opportunities	£3k	<ul style="list-style-type: none"> We use the Gatsby Benchmarks to develop and improve our careers provision and enable a range of education and training providers to speak to pupils in years 8 to 10. 8 out of 8 Gatsby benchmarks have been achieved at 100% All of our pupils including PP pupils receive unbiased information about potential next steps and high-quality careers guidance. We provide good quality, meaningful opportunities for pupils to encounter the world of work. 	Raising aspirations through an effective and persistent careers programme is key in inspiring pupils to achieve their best. Our careers programme is consistent for all pupils and explores a great breadth of		

		<ul style="list-style-type: none"> • Careers programme enhanced and improved with the school joining the BEP Careers Hub. • Partnerships formed and flourishing with Into University, Bletchley Park, Digital Advantage, BP, Hacking Lab, Natwest, HS2, Dennis Eagle and Jaguar Land Rover with plans for future collaboration. 	opportunities that are available for our pupils.
Breakfast club – providing a range of breakfast foods for all pupils who require it in the mornings before the start of the school day	£7k	<ul style="list-style-type: none"> • Free breakfast is available to all pupils between 8 and 8:30 every morning. • Approximately 100 pupils use this service every morning – ensuring they have the right start to the day and have the energy to participate fully in all their lessons 	A breakfast for every pupil who may not be able to access this at home is key for us to ensure pupils begin their day right
Departmental Cultural Capital – supporting departments in providing a wide range of cultural capital experiences for all pupils	£4k	<ul style="list-style-type: none"> • A range of Science revision guides were provided for PP pupils for their GCSE courses <ul style="list-style-type: none"> • GCSE Pod was introduced for most subjects to use • A Drama/English theatre trip was subsidised for Year 7 pupils to enable them to attend a pantomime 	Supporting departments in ensuring all pupils have access to trips or important resources needed to fully access the course.
Total	£434 000		

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.