

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding for 2023 to 2024, to help improve the attainment of our disadvantaged pupils.

**This is an update to our 3-year strategy, first published in 2021.**

It outlines 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	Yavneh College
Number of pupils in school	1073
Proportion (%) of pupil premium eligible pupils	4.9
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24 – Updated Strategy November 2023
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Mr S Lewis
Pupil premium lead	Rabbi A Davis
Governor / Trustee lead	Mrs S Stone

## Funding overview 2023-2024

Detail	Amount
Pupil premium funding allocation this academic year	£75,000
NTP Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£75,000

# Part A: Pupil premium strategy plan

## Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

For all PP pupils to play a full and successful part in the academic and wider school community. To achieve this we aim:

1. To ensure that all PP pupils **participate** in the academic and wider curriculum to the same extent as their peers
2. To ensure that PP pupils on average make **increasingly good progress** year on year (i.e. Achieve on average a value added Progress 8 Score within 5 years (2026) to the same extent as their peers)
3. To increasingly address and **remove the barriers** faced by our PP pupils e.g. poor attendance, lack of social capital, etc.

How does our current pupil premium strategy plan work towards achieving these objectives?

To achieve these objectives the school is adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this three-year plan is the development of high-quality teaching CPD aided by the recruitment/retention of high-quality teaching staff, especially in the core subjects.

There is also internal data and academic literature that highlights the need for high quality pastoral support and attendance interventions to meet the needs of our PP pupils. As such, funding is directed to ensuring that high quality pastoral care is available to all pupils and within this team we ensure that disadvantaged pupils are provided with appropriate support.

What are the key principles of our strategy plan?

The strategy plan is based on the following principles:

- That we promote an ethos that promotes the school's motto of "**Olam Chessed Yibaneh – A World Built on Kindness**" for all, regardless of disadvantage or need.
- That we are an **evidence based school** and that decisions and interventions should be based on research and data.
- That the most effective method of addressing disadvantage is through a strong focus **on improving teaching and learning**, as advocated by the EEF.
- That providing **high quality pastoral and CIAG support** is essential to meet the wider needs of all pupils.
- That the use of a robust monitoring system, **focused on outcomes**, that can identify barriers and effectively inform and evaluate interventions is essential to maximise the impact of PP funding.
- That specific interventions should be based on **identified need**.
- That PP funding is leveraged to benefit **as many pupils as possible**, including non-PP pupils.

## Challenges

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

Challenge number	Detail of challenge
1	The small number of PP pupils on roll have lower levels of achievement than their peers on entry to the school and this gap continues to grow in certain areas of the curriculum during KS3 & 4.
2	PP pupils' attendance is lower than their peers.
3	PP pupils' Home Learning Environment and social capital is on average lower than their peers. Home life financial situations results in many PP pupils being unable to access social capital to the same extent as their peers.
4	Many PP pupils' require additional pastoral support as a result of ACEs (adverse childhood experiences) that they may have suffered.

## 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
Improve pupil outcomes at GCSE	To have closed the gap in KS4 P8 and A8 scores for our school so that they are inline or better than the non PP scores at our school by 2024.
Improve quality of teaching and learning with "quality first teaching" in all classrooms	QA observations, learning walks, work scrutiny, drop-ins and CPD to ensure that all pupils experience lessons that enable at least good progress to be made.  To have closed the gap in KS4 P8 and A8 scores for our school so that they are inline or better than the non PP scores at our school by 2024.
Improve attendance of PP pupils	Attendance for PP in line with peers by 2024.
Ensure that all pupils experience a positive learning environment where all pupils feel challenged and confident to contribute and to ask questions.	Learning walks and PARS data show effective use of behaviour for learning strategies and routines in line with whole school policy.
PP pupils to engage in a wide range of enrichment activities to the same level as their Non-PP Peers	An effective system of tracking of participation is put in place Levels of engagement for PP pupils is in line with Non-PP pupils by 2024.
Provide high quality CIAG provision to all PP pupils i.e.: <ul style="list-style-type: none"> <li>Improve access to further/higher education pathways information to post 16 &amp; 18 education.</li> </ul>	Apprenticeship information event offered to all Year 11 pupils, with attendance of PP pupils in line with Non-PP pupils.  Careers advisor sessions to have taken place for PP pupils in KS4 & 5.

<ul style="list-style-type: none"> <li>• Ensure all PP pupils offered at least two meaningful encounters with a careers adviser.</li> <li>• Ensure additional guidance given to pupils when choosing KS4 &amp; 5 pathways/subjects.</li> </ul>	HoYs / Head of Sixth Form to have provided appropriate guidance on subject pathways for KS4/5.
Increase PP parents' engagement with school	Attendance at parents evening for PP is in line with their peers by 2024

### Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2023-2024)** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of key specialist teachers - Making sure pupils have teachers who are specialists	Research reported by the DFE (2016) suggests that pupil attainment in core subjects such as maths is greater when delivered by a specialist teacher	1
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.  Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests that selected methodologies are most effective at improving pupil outcomes. This is further supported by the EEF Tool Kit (2021) which claims significant improvement in learning e.g. Interleaving and questioning +7 Months Assessment for learning / feedback + 6 Months	1
CPD implemented to develop consistent high quality teaching and behaviour for learning techniques in all lesson centred around Growth Mindset.	CPD to be based on the methodologies that are highlighted as most effective in wider literature e.g. Rodgers (2015), Dweck (2006). This is further supported by the EEF Tool Kit (2021) which claims that effective behavioural management strategies have a benefit of significant improvement in learning i.e. +4 Months to learning	1
Embedding a robust diagnostic assessment programme to	Robust diagnostic procedures and practice is a vital investment in order to ensure we maximise the impact of the time and resources we invest into intervention strategies. Diagnostic assessments allow us to rule out potential issues	1

assess literacy needs	and then prioritise our efforts so that we can continually focus upon the best next step in learning for each pupil. Closing the Literacy gap is one of the most effective ways to ensure all learners can access the full curriculum.	
CPD and training to ensure teachers can both accurately assess areas of Literacy need, and can deliver appropriate interventions based upon the diagnostic results.	Accurate identification of need (phonics/fluency/ comprehension/or other) and training for key stakeholders in using DIBELS and Rasinki's multidimensional fluency scale, will ensure pupils are then matched to the most effective targeted interventions. This approach is supported by the DFE's Reading Framework Update 2023.	1
Embedded regular summative assessments to identify underperforming pupils and to signpost interventions.	Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) highlights importance of effective assessment improving pupil outcomes. This is further supported by the EEF Tool Kit (2021) which claims effective assessment has a significant improvement in learning i.e..+7 months impact	1
QA led by WSLT to provide developmental feedback, identify training needs and to share best practice.	DFE guidance on Teacher Standards states that 'Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development'. Collected teacher efficacy is highlighted by Hattie (2016) as the most effective influence on pupil achievement (+1.57) and therefore supports strategy of sharing good practice.	1

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing subject specific and targeted revision and intervention sessions. E.g. in school sessions during Form Times, lunchtimes and after school. Providing subject specific interventions	Data tracking scores for PP pupils during lockdown showed progress as lower than that of their peers, suggesting larger gaps in knowledge.  Assessment data suggests that targeted academic intervention of pupils with negative progress scores has had a significant impact in mocks in previous years. This is supported by the EEF Toolkit (2021) which reports that extending school day has an effect of + 3 Months.	1, 2, & 3

<p>and revision sessions. Provide high quality subject specific revision material e.g. revision guides.</p>		
<p>Increased 1:1 career adviser interviews and implementation of KS4 work experience programme.</p>	<p>CEC report (2020): highlights importance of careers guidance. Effect sizes reported by Hattie (2016) show that Careers interventions have an effect size of +0.38 and are likely to have positive effect on pupil achievement.</p>	<p>1, 3 &amp; 4</p>

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high quality pastoral care including mentoring and support of vulnerable pupils by Pastoral Team	EEF Toolkit (2021) reports that mentoring has a +2 months benefit to pupils  Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77.	2 & 4
Targeted attendance activities, including: <ul style="list-style-type: none"> <li>• Regular Attendance Reviews of year groups by Pastoral Team &amp; with AIO</li> <li>• Attendance Clinics with Attendance Officer, Pastoral Team &amp; AIO</li> <li>• Work with PP parents and pupils to identify specific barriers to attendance</li> <li>• Targeted support based on specific barriers</li> </ul>	Research presented by organisations such as Welsh Assembly Government (2011) & Durrington Research School (2018) suggest that the identified activities all have a significant impact on attendance outcomes for PP pupil	1, 2 & 4
Work with partners (DFE, etc) to provide laptops and ICT access for all pupils	Wider literature e.g. Colman (2021) shows that PP pupils significantly affected by digital divide.	1 & 3
To continue to promote positive behaviour and use the Ladder of Rewards to celebrate the success of all pupils	Effect sizes reported by Hattie (2016) show that reducing disruptive behaviour has an effect size of +0.32 and is likely to have a positive outcome on pupil outcomes.	1, 2 & 4
Peer Mentoring Programme in place with Sixth Form students trained to provide mentoring to targeted pupils in KS3/4	Research by the Armies families Federation (Noret, Mayor, Al-Afaleq, lingard, & Mair, 2014) highlights the need to “Increase the number of activities to support children and young people’s integration into schools”. Buddying is suggested by the SCip alliance as an effective way of achichiving this.	1 & 4
Ensure that pupils can access full taught and extra curriculum	EEF’s tool kit reports +2 months benefit from both arts and sports participation	1 & 3

Provide leadership capacity within WSLT to lead in developing support for PP pupils.	The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, & Fraser, 2018) – highlights the importance of building leadership capacity to deliver school improvement	1, 2, 3 & 4
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**Total budgeted cost: £ 70,000**



## 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 2022 to 2023 academic year.

#### Pupil Premium Strategy Statement and expenditure for Yavneh College for 2022 - 2023

Key Stage	Number of pupils	Amount per pupil	Total
KS3 (year 7-8)		£955	
KS4 (years 9-11)		£955	
LAC pupils	0	£1900	£0
TOTAL			

Commitment	Process for monitoring	Expected Impact	REVIEW (completed in Term 1 2023 for Academic Year 22-23)
Continue to run <b>lunchtime revision/catch up sessions</b> for year 11 students.	Pupils under target to be <b>encouraged to attend</b> , parents to be emailed, registers taken to monitor attendance of students.  Monitored by HoYs, HoDs, subject teachers	Underachieving pupils have <b>extra support</b> for each subject in Year 11 across the year.	A number of departments held <b>tiered/targeted revision sessions</b> .  <b>PP pupils</b> were encouraged to attend.  <b>Approximate cost: £1000</b>
To organize and run targeted and intensive 'Rapid Reader' support for KS3 pupils, whose Reading Ages are identified as being significantly below chronological age.	Pupils Reading Ages tracked from Term 1 to Term 2, using STAR Reading Test Data. Pupils identified in Term 2 for intensive support in Term 3 to ensure more rapid improvement towards meeting age related expectations for reading.	Pupils Reading Ages will increase – this will be identified using a 3 <sup>rd</sup> STAR Reading assessment at the end of the program. Pupils will feel more confident. Pupils will be better able to access the curriculum across all subjects. Greater progress across all subjects for pupils.	This intervention dovetailed with the Lexia intervention plan (see below) and together, were extremely successful interventions. Post Mortem assessment revealed most pupils identified and included in the groups, made significant progress in their reading ages, following the program.

	<p>HOD Eng/HOD SEND to liaise and assess need.</p> <p>Teachers to run extra sessions as overtime (paid) contact time, using findings from the University of Sussex to drive improvement.</p>		<p>HOD Eng tracked and monitored the impact and findings.</p> <p><b>Approximate Cost £1800</b></p>
<p>To organise targeted KS3 intervention using Lexia run by English teachers and HLTA's, for pupils whose Reading ages fall well below chronological age.</p>	<p>Pupils Reading Ages tracked from Term 1 to Term 2, using STAR Reading Test Data. Pupils identified in Term 2 for intensive support in Term 3 to ensure more rapid improvement towards meeting age related expectations for reading.</p> <p>HOD Eng./HOD SEND to liaise and assess need.</p> <p>Teachers/HLTAs to run extra sessions.</p>		<p>This intervention dovetailed with the Rapid Reader intervention plan (see above) and together, were extremely successful interventions.</p> <p>HOD Eng. tracked and monitored the impact and findings.</p> <p><b>Approximate Cost £1000</b></p>
<p>To organise and run small group tutoring sessions in a wide range of subjects where gaps in attainment versus targets were identified for PP pupils.</p>	<p>Internal Tracking Data monitored and PP/SEND pupils (whose progress in core subjects is below expectations), offered a place in the extra tuition hubs.</p> <p>SLT to monitor attendance/liaise with parents and tutors</p>	<p>Pupils' misconceptions can be identified in the small group settings and addressed. Pupils will be supported in a low- stakes environment and confidence in the security of knowledge and understanding will increase. Teachers will see impact in class settings, with pupils engaging more and producing work that is of a higher standard. Gaps between attainment of pupils in this group and peers will begin to close. Pupils' results in Y10 end of year exams will be more in line with their targets.</p>	<p>703 tutoring hours were delivered over the course of the academic year, to 70 students, across 8 curriculum areas. These were rolled out as 1-hour weekly sessions, for groups of a maximum of 6 pupils, and were held after school. They were led by experienced practitioners and subject specialist teachers who knew both the students and their needs. Parent of Year 11 student: 'My son did so well in his English. He achieved a grade 7 in Literature. This is a boy who struggles to empathise because</p>

			<p>of his SEN needs. I can't thank you enough for putting on the extra sessions and giving him a place. It made all the difference'.</p> <p>Initial Fischer Family Trust data following the results from the GCSE Examinations shows that: Overall, pupils in receipt of FSM had a value-added result of +0.6 (meaning they scored on average half a grade above target grade in all subjects.) Non-FSM pupils achieved an overall of +0.9. This is an improvement on our internal tracking data for our FSM/PP pupils and narrows the attainment gap.</p> <p>Overall, our SEN pupils with an EHCP achieved a value-added score of +1.7.</p> <p>SEN pupils in receipt of support achieved +1.4.</p> <p>Non-SEN pupils achieved an overall value-added of +0.8.</p> <p>Hence, our SEN pupils outperformed our non-SEN pupils and made <b>significantly</b> above average progress.</p> <p><b>Approximate Cost £13,000</b></p>
<p>Continue to <b>utilise mentors</b> for KS4 pupils struggling to meet target grade in a <b>range of subjects</b></p>	<p>HoY to allocate pupils and mentors (staff or Sixth Form). Pupil Premium pupils to be <b>given priority</b> in terms of available/suitable staff Monitored by HOY 11</p>	<p>Ensuring struggling pupils are given <b>more support</b> in school and made <b>more aware</b> and <b>more accountable</b> for their progress</p>	<p>This ran successfully <b>throughout the year.</b></p>

<p>Provide 1:1 <b>catch-up support</b> for pupils in KS4 via Gateway/ JW3.</p> <p>Approximate cost: £5,400</p>	<p>Ensuring that Pupil Premium pupils who have struggled to catch-up academically as a result of Lockdown are supported with 1:1 tuition.</p> <p>SENDCO to liaise with Gateway about support.</p> <p>SENDCO &amp; HoY to monitor.</p>	<p><b>Close the gap</b> for disadvantaged pupils who have fallen behind academically as a result of Lockdown.</p>	<p>Gateway provided online 1:1 support and tuition for 3 pupils</p> <p><b>Approximate cost: £1,500</b></p>
<p>Continue to provide <b>resources/equipment/support</b> towards the cost of extra curricular trips and reward days, provided to Pupil Premium pupils where appropriate. This might include textbooks, revision guides, specialist materials for Art and Design students, <i>MathsWatch</i> (DVD), PE kit and school uniform.</p>	<p>Ensure HoDs and HoYs are aware of PP pupils who may need support and request this.</p> <p>Monitored by HoDs, PE department, Art department, HoYs, Business Manager</p>	<p><b>Reduce instances</b> of “no equipment” from Pupil Premium pupils.</p> <p>Ensuring all pupils have access to <b>full range of resources needed</b> in every subject and are able to participate fully in class.</p>	<p><b>Equipment/Resources/school trip funding</b>, given to PP students <b>where necessary</b> (largely on an ad-hoc basis)</p> <p><b>Approximate cost: £2000</b></p>
<p>HoY 11 to arrange 1:1 <b>Parent Intervention Meetings</b>.</p>	<p>HoY 11 to invite parents of any pupils <b>under target in five or more subjects</b> in Year 11 for a 1:1 meeting.</p> <p>Monitored by HoY 11, Data Manager</p>	<p><b>To (further) engage and support parents</b> of pupils in Year 11 who are struggling in a range of subjects. Meetings to focus on <b>pupils with revision and providing information about resources</b>.</p>	<p><b>A number of meetings were held</b> with parents, the HoY 11, PM Yr 11 and, in some cases, Deputy Headteacher to <b>support under performing pupils</b>. As a result, <b>further interventions put into place</b>.</p> <p><b>Approximate Cost £500</b></p>
<p>Continue to utilise <b>progress and behaviour</b> reports for selected pupils.</p> <p>Approximate cost: n/a</p>	<p>HoYs to supervise implementation of pastoral <b>academic reports</b> where pupils are given three targets (relating to behaviour, effort, equipment, homework etc) where they need to</p>	<p><b>To improve pupils' behavior and/or progress</b>. This process will ensure greater <b>individual scrutiny</b> of the selected pupils and identify areas for <b>future interventions</b> where necessary.</p>	<p><b>All HoYs</b> utilised these reports throughout the year and provided <b>1:1 mentoring of PP pupils</b> to ensure their needs were being addressed.</p>

	<p><b>demonstrate progress</b> over a designated period in order to successfully complete the report process.</p> <p>Monitored by HoYs</p>		<p><b>Approximate Cost - £200</b></p>
<p>Continue to <b>provide additional pastoral support</b> for <b>vulnerable pupils</b> including external agencies where necessary.</p> <p>Approximate cost: A proportional cost of the appointment of two additional wellbeing and mentoring practitioners.</p>	<p>Range of support/tracking provided through the role of the <b>Pastoral Managers at KS3 and KS4.</b></p> <p>Monitored by Deputy Headteacher, Pastoral Managers and HoYs.</p>	<p>To improve <b>overall wellbeing</b> of all pupils.</p>	<p>A <b>range of interventions and support</b> put in place for <b>vulnerable pupils</b> throughout the year. Deputy Headteacher regularly liaised with PMs and HoYs about concerns and together with <b>Wellbeing Practitioner</b>, put <b>interventions in place to support, including parental engagement.</b></p> <p><b>Approximate annual Cost £ 35,000</b></p>
<p>Provide <b>attendance admin and pastoral support</b> as well as utilising Attendance Improvement Officer from Hertfordshire.</p>	<p><b>Daily attendance report</b> sent to Attendance Officer and <b>weekly automated attendance reports</b> to be sent to HoYs, PMs and Deputy Headteacher.</p> <p>Monitored by Attendance Officer</p> <p>Half termly <b>Assessment Data Collection</b> including a section on attendance flagging up any pupil <b>falling below 95% over the course of the half term</b> be sent to HoYs, PMs &amp; Deputy Headteacher</p> <p>Monitored by Data Manager</p>	<p>To <b>ensure a gap does not open between Pupil Premium attendance</b> and "All" pupils.</p>	<p>Regular data collections informed HoYs and Deputy Headteacher <b>attendance interventions</b> and concerns. Deputy Headteacher <b>regular meetings</b> and <b>telephone catch-ups with Attendance Improvement Officer and parents</b> and pupils where attendance was a concern.</p> <p>Approximate cost: n/a</p>

<p>Provide <b>one on one support and mentoring</b> for any Pupil Premium pupil whose attendance falls below 90%.</p>	<p><b>HoY/PM to meet every fortnight</b> with any Pupil Premium pupil whose attendance falls below 90%. <b>Attendance to be monitored with each pupils and follow up with any issues raised</b> with Deputy Headteacher.</p> <p>MK to <b>track attendance</b> of all Pupil Premium students through <b>half termly data collection.</b></p>	<p>To <b>increase Pupil Premium attendance</b> and to lower the "percentage gap" with from "All" pupils.</p>	<p><b>Mentoring</b> provided by HoYs or PMs and <b>liaison with parents</b> on at least <b>termly basis.</b></p> <p>Approximate cost: n/a</p>
<p>Provisions for <b>additional rewards</b> and incentives for <b>improved</b> and <b>consistently high</b> attendance. For example, this will involve a greater focus on <b>attendance certificates/prizes</b> during termly achievement assemblies as well as further <b>embedding attendance</b> into the Yavneh House system. It includes the provision of breakfast or 'pizza lunch rewards'.</p>	<p><b>As above.</b></p> <p>Monitored by HoYs, PMs, Data Manager</p>	<p><b>As above</b></p>	<p><b>More rewards</b> (certificates and prizes) incorporated into Celebration Assemblies and House system.</p> <p><b>Approximate Cost £1000</b></p>
<p>Continue to provide <b>Literacy Support</b> and <b>Numeracy Support</b> run by the SEND department for Years 7-11. This constitutes a 25 minute session (run one day per week per year group)</p>	<p>SEND department select <b>12-14 pupils from each year group</b> based on <b>KS2 data (Year 7) and KS3/KS4 report windows</b> as well as referral by HoY/subject teachers. <b>Progress of pupils tracked</b> through half termly assessment report window.</p> <p>Monitored by LT, HLTAs, LSAs</p>	<p>To <b>increase achievement</b> (and confidence) in <b>English and Maths of selected pupils</b> with a view to further "close the gap" between predicted target levels and minimum target grades.</p>	<p><b>HLTAs</b> and <b>SENDCO</b> ran these <b>interventions</b> successfully over the year.</p> <p><b>Approximate Cost: £7000</b></p>

<p>Continue to provide <b>Behaviour Support Programme</b> run by the SEND department. This constitutes a <b>six week programme</b> focusing on a range of different aspects of behaviour e.g. volume control, anger management.</p>	<p>Pupils given specific targets to manage/improve behaviour. Fortnightly meetings with LT/PMs/HoY to discuss progress of students.</p> <p>Monitored by LT, HLTAs, LSAs</p>	<p>To <b>reduce recurring poor behaviour</b> incidents of selected pupils and provide them with <b>better understanding</b> of behaviour issues and <b>strategies</b> to improve. Close monitoring of progress of pupils will allow for further sanctions/interventions to take place where necessary.</p>	<p><b>HLTAs</b> and <b>SENDCO</b> ran these <b>interventions</b> successfully over the year.</p> <p><b>Approximate cost: £3,000</b></p>
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## 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
Gateway Tuition	JW3 Gateway

## Service pupil premium funding

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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