

# Featherstone High School

## Curriculum Policy



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**Non-Statutory Policy**

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## Introduction

School Motto: "Together we achieve".

### Whole School Vision

To strive to be the best school in London and the South East with the best possible outcomes for our young people, growing them through rich experiences and developing them as confident citizens able to respond to the needs of others.

We aim to provide a broad, balanced, inclusive and ambitious curriculum (going beyond the national curriculum and the locally agreed SACRE syllabus) that will challenge all of our students to aim high. We understand that an ambitious curriculum does not mean learning harder stuff early or racing through content that overloads the short- term memory.

### Whole School Intent

Despite coming from a relatively deprived local context (Southall Green was ranked in the top quartile (7890 out of 32844 wards) in England's multiple index of deprivation where 1 would be the most deprived) and low post KS2 starting points we intend for all of our students to become confident life-long learners who are able to communicate well; and as responsible citizens uphold our "Featherstone values" as listed below:

- Care
- Respect
- Challenge
- Resilience
- Partnership
- Inclusion.

In view of 85% (74% formally declared) of our students having EAL (English as an additional language) we intend to use the three - year KS3 programme of study to provide our students with a thorough grounding /mastery of key subject disciplinary knowledge and vocabulary (including phonics and even the etymology of tier 3 vocabulary where necessary). This prepares them to tackle the more challenging and difficult concepts and ideas in years 10 and 11.

A curriculum that responds to our EAL profile:

The school has a much higher than average EAL intake. To bridge the gap more curriculum time is given to the teaching of English. At KS3 Reading Library lessons take place once a fortnight. These are supported by English teachers and the school's librarians, and promote reading for pleasure, giving students the opportunity to read books of their choice and to develop their oracy skills through informal discussions, such as Book Chat. Additional small group induction for some recently arrived EAL KS3 students takes place during the school day funded by catch up. Many of these students also receive support from EAL intervention (before or after the school day) led by the EAL coordinator.

e.g. Year Group	Number of students in the year group	EAL (numbers declared)	Percentage EAL
7	280	213	76%
8	280	200	71%
9	279	197	71%
10	280	207	74%
11	274	183	67%
12	191	157	82%
13	188	153	81%
<b>Total</b>	1771	1310	74%

A curriculum that responds to our pupil premium profile (to bridge the gap between disadvantaged and non-disadvantaged pupils):

Despite the high deprivation index of the local area of Southall that the school serves, the community is very aspirational (100% of students stay on in education post-16, some 80% progress on to university). Our curriculum model is designed to ensure every student is able to progress post GCSE and the vast majority are able to continue with their post -18 study aims.

Academic Year	Number of pupils in receipt of the pupil premium
2019-20	449
2020 -21	477
2021 -22	446
2022 - 23	476
2023 - 24	504

A curriculum that responds to our significantly below average ability profile:

At entry from KS2, the school has significantly fewer students with a higher ability profile and more with a lower ability profile than the national percentage. Our broad and balanced hybrid Year 9 curriculum allows our significant numbers of EAL and MA/LA students a longer timespan to master the necessary subject specific academic literacy to ensure the breadth and depth of understanding needed to achieve outstanding outcomes.

(from FFTAspire)

Examination Year 11	KS2 APS	% H	% H (Nat)	% M	% M (Nat)	% L	% L (Nat)
2019	N/A	33	41	45	42	15	11
2020	N/A	22	32	38	33	33	29
2021	101.7	25	33	33	33	33	29
2022	102.1	10	29	49	49	31	25
2023	102.3	15	23	46	52	27	20

A curriculum that does not compromise on breadth or challenge:

Our curriculum is justly ambitious. The school is already meeting the government's initial target for the increase in EBacc take-up to 75% or more.

<b>GCSE Year</b>	<b>Size of cohort</b>	<b>Size of English Baccalaureate cohort</b>	<b>Percentage of students following the English Baccalaureate</b>
<b>2019</b>	241	177	73%
<b>2020</b>	241	195	82%
<b>2021</b>	263	214	81%
<b>2022</b>	262	193	74%
<b>2023</b>	268	211	79%
<b>2024</b>	276	234	85%

The table below illustrates the take-up of the arts and non-traditional applied general subjects and how they have been affected by the introduction of the EBacc.

<b>Subject</b>	<b>2023*</b>	<b>2022</b>	<b>2021</b>	<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
<b>Art (inc. graphics and textiles)</b>	63	36	37	44	26	53	23	86
<b>Business</b>	135	49	57	50	52	26	49	45
<b>Computer science / ICT</b>	46	26	0	24	13	12	18	47
<b>Drama</b>	44	22	16	24	17	60	23	50
<b>Food Tech</b>	16	13	11	0	15	0	0	0
<b>Music</b>	28	14	12	17	16	15	17	20
<b>PE</b>	37	27	17	16	19	24	0	40
<b>Enterprise BTEC</b>	0	74	48	41	49	0	0	23
<b>HSC BTEC</b>	35	36	49	22	21	15	20	13
<b>Sport BTEC</b>	0	0	22	16	23	18	58	51

- 2 open options chosen this year as a trial.

We review our curriculum model regularly at fortnightly curriculum planning meetings attended by senior managers and the heads of English, Science and Maths.

## Whole School Implementation

We want to deliver subject specific (substantive) knowledge and (disciplinary) skills in a relevant and meaningful way that stimulates students' curiosity and deeper thinking. That means recognising the importance of each individual subject in its own right. We want to provide a rich extra – curricular programme that develops students' cultural capital (especially those from a disadvantaged background). We understand that the skills delivered by each subject are epistemic – so, students can learn to think specifically like scientists or historians or mathematicians. These skills cannot be taught by one subject for another!

Every subject should develop the 6 competencies (identified by Fullan and Scott in 2014) for the 21<sup>st</sup> century:

- Critical thinking
- Collaboration
- Communication (digital, reading, oracy, writing and numeracy)
- Citizenship
- Character
- Creativity.

Our curriculum is designed to meet the needs, strengths and interests of our students and the aspirations of the local community. We aim to deliver subject specific knowledge and skills through a broad range of subject disciplines and the rich provision of extra-curricular enrichment.

At Featherstone High School we have moved to a three year KS3 and a 32.5 hour week for students (26 hours of lesson time per week) in September 2023. We know the acquisition of foundational subject disciplinary academic literacy and oracy at KS3 is a fundamental requirement to deepening and broadening knowledge and understanding of subject specific vocabulary at KS4. We believe that our curriculum model, designed to cater for our EAL context, is a critical factor contributing to our students being able to break down the barriers of accessibility and achieve success in their chosen curricular pathways.

The curriculum intends all our students to become:

- Successful learners, who acquire subject specific knowledge and skills that lead to a minimum of 8 meaningful qualifications and enable them to make outstanding progress
- Confident individuals who are able to meet the challenges of an increasingly changing world - leading safe, healthy and fulfilling lives; and making successful transition to employment, training, further and higher education (thus avoiding becoming NEET)
- Responsible citizens who make a positive contribution to society and uphold "British values".

Rationale: We will be:

- Developing a rich body of knowledge and a deep understanding of big concepts across a range of subject disciplines and enrichment opportunities. Thus ensuring curriculum breadth and depth across the subject curriculums and within each subject curriculum
- Equipping each learner with the cultural capital and vocabulary to become a “well rounded individual” with positive British values and attitudes that ensure their physical and emotional well-being
- Providing access to an ambitious curriculum (that is also responsive to the needs of the local community and the local labour market) valuing each individual learner equally and challenging every learner to keep aiming high building on the “Growth Mind Set” model
- Teaching every learner to the top – promoting a culture of challenge that provides clear explanations and models to scaffold learning; and targeting questioning and feedback to improve learning outcomes (through the Featherstone Way)
- Providing learners with opportunities to acquire new knowledge in a logical sequence that builds upon their prior knowledge; and then apply that new knowledge to develop skills through practice and repetition
- Building continuity and progression from KS2 to KS5, providing every learner with the opportunity to move successfully onto aspirational pathways (that meet their needs and ambitions) post 16 and post 18
- Committed to meeting the central government target of 75% of all students following the English Baccalaureate pathway (for first examination in 2024). More than 79% of the 2023 Year 11 cohort were following an Ebacc. Pathway and 85% of the current year 11 cohort are following the English Baccalaureate pathway.

For successful implementation we believe:

If knowledge is to be taught to be remembered (enter long term memory) and not just encountered; students should be able to R-O-C-K – recall of core knowledge. Students must be able to make connections with their previous learning and regularly re-visit big concepts as part of any spaced practice in an interleaved scheme of learning.

In revisiting the “Growth Mindset.” Our inclusive curriculum that is both ambitious and undiminished is taught by the most experienced teachers teaching those students who face the greatest barriers in their learning. These teachers put in place the scaffolding needed to bridge those students’ attainment gap.

In using Year 7 to introduce the big “need to know” ideas and the big concepts. There is no need for curriculum overload or even the “neat to know.” Students are 5 years away from any public exam!

## Featherstone High School Proposed Curriculum Model 2023-2024

**A Minimum 32.5 Hour Week For Students Including 26 Hours Of Lessons Per Week / 52 Hours Per Fortnight**

	English	Mathematics	Science	Computer Science**	Geography	History	MFL (Sp/Fr/Fl)	RE	Art & Design	Cookery	Dance	Drama	Graphics	Music	Textiles	PSHE	PE	Other*	Option
Year 7	9.33	6.67	6.67	1.33	4	4	5.33	1.33	1.33	0.67	0.67	1.33	0.67	1.33	0.67	1.33	4	1.33	
Year 8	9.33	6.67	6.67	1.33	4	4	5.33	1.33	1.33	0.67	0.67	1.33	0.67	1.33	0.67	1.33	4	1.33	
Year 9	9.33	8	8	1.33	2.67	2.67	5.33	1.33	2.67 X first three arts preferences ranked in order from list of seven							1.33	2.67	1.33	
Year 10	10.67	8	9.33			5.33	5.33	4								1.33	2.67		5.33*
Year 11	10.67	8	9.33			5.33	5.33	1.33								1.33	2.67	4	4*

- \*Design and Technology is not taught. Although Textiles, Cookery, Graphics and Art based design is
- Timetabled KS3 enrichment - 1.33 hours given to IT in year 7, enterprise in year 8 and decolonising humanities course in year 9
- In Year 9 students choose 3 art subjects to continue with. Year 9 is the third year of KS3
- In Year 10 students can choose between history and geography although they can opt for both. Other options include the arts, business, BTEC health and social care, GCSE PE, computer science and triple science
- In Year 11 students have 2 options as a trial and do a short core RE course
- Personal Development – RSE programme delivered through PSE lessons and Citizenship, Careers, Assembly, SACRE Reflections & Reading to be themes of daily 25-minute morning registration tutorials.

Year 12 or Year 13	Each A Level subject inc. FM (4th)	BTEC extended certificate	BTEC diploma	Supervised Independent Study	PE	PSE	Re-take English	Re-take maths
	10.67	9.33	18.67	10.67	1.33 / 2.67	1.33	4	4

- Students doing Further maths as a 4<sup>th</sup> A level do not have supervised independent study time
- Model retains early finish Wednesdays for curriculum development and year team meetings. Subject meetings timetabled during the teaching day.

All subject leads should update annually:


1. Their on – line programmes of study
2. Learning journeys for pupils / students for each year group that they teach



3. Their subject assessment and marking calendar identifying which pieces of work (following standardisation) are to be marked by all the teachers in their department to enable moderation / comparative judgments to be made.
4. A brief subject intent statement
5. An outline of how their subject is developing cultural capital.

## Whole School Impact

Measuring Impact in subjects – The schemes of learning used by our teachers identify the (substantive) knowledge and (disciplinary) skills students should have mastered at the end of each programme of study (the end points students are working towards). However, we are moving away from the summative end of unit tests towards formative assessment. Lead teachers are asked to identify which pieces of centrally planned and standardised classwork and home learning tasks their teachers will mark as part of their subject assessment calendar. Teachers are then asked to use their comparative judgement to moderate and compare their students' responses. Only through regular formative assessment can students' misconceptions be picked up and addressed so that their learning remains on track.

<p>Year 9</p>	<p>New learning is built upon the sequences of learning taught in years 7 and 8. Again, students are taught new more complex material when they are ready for it in the planned sequence although this should not include GCSE content.</p> <p>The arts carousel is replaced so that students can choose up to three art subjects that they wish to continue with in more depth. Students should be GCSE / KS4 ready by the end of this year.</p> <p>An additional Humanities "enrichment" lesson centred on "decolonising" themes is timetabled every fortnight. These lessons develop students' knowledge of the areas of history, geography and RE (for instance the silk roads over time) that are not covered elsewhere.</p>	 <p>Students are taught new topics that are built upon their previous learning. One topic leads to another – not necessarily a spiral curriculum but a well sequenced curriculum. Lead teachers will share their sequences of learning with parents / carers on the school's website and with students using Learning Journeys usually fastened to the</p>
<p>Year 8</p>	<p>New learning in the subjects listed below is built upon the foundational sequences (Big Picture) of learning taught in year 7. In line with a "growth mind set" the new learning should be scaffolded to "stretch" and "challenge" students to achieve mastery. The key question for the teacher is what content to leave out rather than cutting out the more challenging mastery content.</p> <p>An additional Enterprise "enrichment" lesson centred the skills of enterprise is timetabled every fortnight.</p>	<p>Students are taught new topics that are built upon their previous learning. One topic leads to another – not necessarily a spiral curriculum but a well sequenced curriculum. Lead teachers will share their sequences of learning with parents / carers on the school's website and with students using Learning Journeys usually fastened to the</p>

Year 7	<p>Follow a smooth transition from the KS2 to the KS3 NC programmes of study. Although new learning is securely based on previously learned KS2 material there should not be any unnecessary repetition in the year 7 sequence of learning.</p> <p>Students are taught English, Maths, Science, Computer Science, Geography, History, RE, French or Spanish, Art, Cookery, Dance, Drama, Graphics, Music, Textiles, PSE, Citizenship and PE.</p> <p>An additional IT "enrichment" lesson centred on on-line safety, use of google classroom and Microsoft applications is timetabled every fortnight.</p> <p>In year 7 we concentrate on the subject specific disciplinary skills, "Big Picture" and "Big Ideas" that have to be understood first before exploring the minutiae of the curriculum.</p>	front cover of students' exercise books.
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<b>Summary of our School Priorities – INTENT, IMPLEMENTATION AND IMPACT for 2023 to 2024</b>	
<b>P</b>	Our students including disadvantaged students for whom we receive pupil premium funding to be in the top 1% (of all students coming from a similar background) in terms of the progress that they make
<b>R</b>	To support our students in the Recall Of Core Knowledge in our teaching
<b>O</b>	To promote optimal behaviour
<b>G</b>	To help students use the Green Pen Of Progress strategy to grow their knowledge and understanding
<b>R</b>	To help to create a resilient community
<b>E</b>	To provide all our students with excellent extra-curricular opportunities to develop cultural capital
<b>S</b>	To help our students become successful readers
<b>S</b>	To ensure students with SEND have equity – make progress that is just as good as other students

Every subject area should have a subject intent statement, an on-line programme of study, a complimentary learning journey for each year group, an assessment calendar outlining which standardised pieces of work are to be marked; and an audit of their contribution to the development of students' cultural capital.

## Building Cultural Capital

The table below outlines some of the opportunities we have in place to build up cultural capital at Featherstone High School:

<b>Personal Development Including relationships and sex education, careers</b>	<b>Social Development</b>	<b>Moral Development</b>
PSHE Tutorial programme including careers, citizenship and "SACRE" Visiting external providers	PSHE Tutorials Visiting external providers Social Inclusion team Educational visits programme PE / clubs - team sports	Behaviour policy PSHE Tutorial programme including citizenship and "SACRE" Visiting external providers RE
<b>Spiritual Development</b>	<b>Cultural Development</b>	<b>Physical Development including Health education</b>
Assemblies Daily acts of reflection "SACRE" Tutorials Curriculum Week Arts Week Science Week Individual subject lessons Educational visits programme	Assemblies Daily acts of reflection "SACRE" Tutorials Curriculum Week Arts Week Science Week Individual subject lessons Educational visits programme	PSHE Tutorials Visiting external providers PE Sports clubs Sports Days

## Building Cultural Capital and Enrichment

1. After school sports clubs
2. Other after school clubs
3. Examples of external visitors including speakers for schools
4. Educational visits programme
5. Plans for Science Week
6. Plans for Arts Week
7. Plans for Curriculum Week

## Curriculum Impact

### The Sixth Form

#### Destinations:

Overall	Frequency	%
University	159	84.6
GAP Year/Neet	12	6.4
Training	3	1.6
Employment	9	4.8
Apprenticeship	5	2.7
Moved Abroad	0	0.0
<b>Total</b>	188	100

Destinations %	%
Percentage of pupils in Employment or Education/Apprenticeship	94.1
Percentage of pupils in University	84.6
Percentage of those in Russell Group out of those in University	24.5
Percentage of all SEN in University only	93.75
Percentage of all SEN in University/Education/Apprenticeship	93.75
Percentage of all FSM in University only	86.1
Percentage of all FSM in University/Education/Apprenticeship	91.7
Percentage of all Neet (including Gap Yr) that are SEN	9.1
Percentage of all Neet (including Gap Yr) that are FSM	27.3

## Impact Measures: Examination Results

### Current Data: End of Key Stage 4 (Year 11)

**Table: Secondary Performance Table Benchmarks %**

Measure	2019 Result	2020 CAG Result	2021 TAG Results	2022 Result	2023 Result
<b>KS2 Prior Attainment Pts</b>	27.8	28.0	101.7	103.7	103.6
<b>Eng &amp; Ma 4-9</b>	78	80	80	81.09	73
<b>Eng &amp; Ma 5-9</b>	56	59	56	65	56
<b>English 5-9</b>	74	79	61.6	81	70
<b>Maths 5-9</b>	62	62	68.8	68.1	62.6
<b>English 4-9</b>	87	89	88.6	89	84.6
<b>Maths 4-9</b>	80	83	82.9	82.5	76
<b>EBacc entry</b>	73	82	81.4	74.3	77.9
<b>EBacc APS Pts</b>	4.96	5.14	5.11	5.15	4.78
<b>Attain 8 Pts</b>	5.28	5.47	5.37	5.5	5.06
<b>Progress 8</b>	+0.96	+ 1.1*	0.99*	+1.12	0.84

\*estimated from 4 matrix as not published.

## Year 13 A level Results

A LEVELS	2019 RESULTS	2020 CAG RESULTS	2021 TAG RESULTS	2022 RESULTS	2023 RESULTS
GCSE APS	6.33	6.1	6.2	6.45	6.6
A*/A	16.58	31	40.8	26	28
A*-B	40.22	62	69.5	60	57
A*-C	74.73	84	87.6	83	81
A*-E	97.55	100	99.7	98.5	97.5
Art		1	N/A	3	N/A
Biology	7	4	3	2	2
Business	2	2	1	5	3
Chemistry	6	4	3	5	3
Computer Science	4	2	5	4	7
Drama			N/A	N/A	N/A
Economics	5	2	1	6	6
Eng Lit	7	6	5	5	5
French	8		N/A	N/A	N/A
Geog	7	5	4	N/A	5
Politics	5	2	2	5	3
History	6	2	1	5	6
Maths	8	5	4	5	3
F.Maths	8	6	4	6	4
Physics	7	4	3	6	6
Psychology	5	3	2	5	3
RE	5		N/A	N/A	N/A
Sociology	5	3	4	7	3
Overall ALPs Grade	6	2	1	5	3
VA Score	-0.14	N/A	N/A	-N/A	N/A

**Year 13 BTEC Level 3 Results and projections**

	2019 RESULTS VA SCORE	2020 CAG RESULTS	2020 CAG VA	2021 TAG RESULTS	2021 TAG VA	2022 RESULTS	2022 VA	2023 RESULTS
D*-D %		63.48		76.95		63.11		73
D*-M%		93.04		97.77		93.2		96
D*-P %		100		100		100		99.5
App Sci (Ext Cert)	-0.36	4	0.25	3	0.58	3	0.28	1
Business(Ext Cert)	0.7	1	0.49	2	0.85	5	0.05	2
H&SCare(Ext Cert)	0.49	2	0.52	1	1.88	1	1.55	4
IT Sub (Ext Cert)	0.57	5	0.05	2	0.94	3	0.63	6
Sport (Ext Cert)	0.38	2	0.63	3	0.69	2	0.42	6
App Sci DIP	0.52	4	-0.06	3	0.74	5	0.07	2
Business DIP	0.63	3	0.53	3	0.77	5	0.26	2
H & S Care DIP	0.49	2	0.65	2	0.7	2	0.6	3
Sport DIP				2	1.12			
T SCORE		3	3	2	2	3	3	3
APS	4.9	4.03	4.03	4.29	4.29	4.58	4.58	4.5
QCA Points Per Entry	32.16	30.57	30.57	37.02	37.02	33.83	33.83	34.21
Average grade	D-	D-	D-	D+	D+	D	D	D
VA Score	0.51	0.31	0.31	0.82	0.82	0.33	0.33	0.42

## Appendix 1 - Science Week

Monday 5th February - Friday 9th February 2024

Date	Activity/Workshop/speaker
<b>Monday 5th February 2024</b>	<ol style="list-style-type: none"><li>1. Dr Ken Science circus show: key stage 3</li><li>2. Moon Rocks: key stage 4</li><li>3. Visit to GSK: Year 12 Applied Science students</li></ol>
<b>Tuesday 6th February 2024</b>	<ol style="list-style-type: none"><li>1. Centre of the cell workshop: key stage 3 and 4</li><li>2. Moon Rocks: key stage 4/5</li><li>3. Making rockets workshop: key stage</li><li>4. Animal roadshow: key stage 3</li></ol>
<b>Wednesday 7th February 2024</b>	<ol style="list-style-type: none"><li>1. Alan Ames birdman: key stage 3</li><li>2. Suturing Wokshop-Dr Marikar: key stage 5</li><li>3. Moon Rocks: after school</li><li>4. Science experiment show: after school key stage 3</li></ol>
<b>Thursday 8th February 2024</b>	<ol style="list-style-type: none"><li>1. Lord Winston (other schools invited): key stage 5</li><li>2. Get set go workshop: key stage 3</li><li>3. Moon Rocks: after school</li><li>4. Science made simple workshop: key stage 4</li></ol>
<b>Friday 9th February 2024</b>	<ol style="list-style-type: none"><li>1. Zoo lab workshop: key stage 3</li><li>2. Animal roadshow: key stage 3</li></ol>



## Appendix 2 - Arts Week

Monday 19th February - Friday 1st March 2024

	Monday A 19 <sup>th</sup>	Tuesday A 20 <sup>th</sup>	Wednesday A 21 <sup>st</sup>	Thursday A 22 <sup>nd</sup>	Friday A 23 <sup>rd</sup>
Year 7	<p>TAIKO DRUMMING 7OAK, 7APN</p> <p>AFRICAN MASK PAINTING 7Y2/HI2 AME/B10</p> <p>ARCHITECTURE 7Y2/IT3</p>	<p>ARCHITECTURE 7Y2/IT2</p>	<p>AFRICAN MASK PAINTING 7Y2/HI5 ZRN/B10</p>	<p>TAIKO DRUMMING 7ACA</p> <p>ARCHITECTURE 7Y2/IT1, 7Y2/IT5, 7X2/IT5</p> <p>PLAYBACK THEATRE WORKSHOP 7CYP</p>	<p>BOLLYWOOD DANCING 7WIL, 7SYC</p> <p>ARCHITECTURE 7X2/IT1</p> <p>Cadbury's World Trip with 30 Year 7's</p>
After school	<p>TAIKO DRUMMING</p> <p>AFRICAN MASK PAINTING/B10</p>	<p>BOLLYWOOD DANCING</p>	<p>AFRICAN MASK PAINTING/B10</p>	<p>TAIKO DRUMMING</p> <p>INTER – FAITH EVENT 5.15 TO 8</p>	<p>BOLLYWOOD DANCING</p> <p>Cadbury's World Trip with 30 Year 7's</p>
Year 8	<p>AFRICAN MASK PAINTING 8X2/HI2 RON/B10</p> <p>CULTURAL THEME PARK MODELLED ON EPCOT CENTRE 8X2/EE1, 8X2/EE4</p>	<p>BOLLYWOOD DANCING 8CDR, 8WIL, 8OAK</p>	<p>AFRICAN MASK PAINTING 8X2/HI4 KPA/B10</p>	<p>TAIKO DRUMMING 8CYP, 8OAK</p> <p>CULTURAL THEME PARK MODELLED ON EPCOT CENTRE 8X2/EE5</p>	<p>BOLLYWOOD DANCING 8ELM</p> <p>CULTURAL THEME PARK MODELLED ON EPCOT CENTRE 8Y2/EE3</p>
After school	<p>TAIKO DRUMMING</p> <p>AFRICAN MASK PAINTING/B10</p>	<p>BOLLYWOOD DANCING</p>	<p>AFRICAN MASK PAINTING/B10</p>	<p>TAIKO DRUMMING</p> <p>INTER – FAITH EVENT 5.15 TO 8</p>	<p>BOLLYWOOD DANCING</p>
Year 9	<p>AFRICAN MASK PAINTING 9X2/HI3 KPA/B10</p> <p>9Y2/HM2 Museum "looted artifacts" 9X2/HM1 Museum "looted artifacts"</p>	<p>BOLLYWOOD DANCING 9X1/DC1</p> <p>9Y2/HM4 Museum "looted artifacts"</p>	<p>AFRICAN MASK PAINTING 9X2/HI4 ZMD/B10</p>	<p>TAIKO DRUMMING 9X1/MU2 9X2/HM4 Museum "looted artifacts"</p> <p>PLAYBACK THEATRE WORKSHOP 9X1/DR3 &amp; 9Y1/DR3</p>	<p>9X2/HM5 Museum "looted artifacts"</p>
After school	<p>TAIKO DRUMMING</p> <p>AFRICAN MASK PAINTING/B10</p>	<p>BOLLYWOOD DANCING</p>	<p>AFRICAN MASK PAINTING/B10</p>	<p>TAIKO DRUMMING</p> <p>INTER – FAITH EVENT 5.15 TO 8</p>	<p>BOLLYWOOD DANCING</p>

Year 10	TATE MODERN VISIT TO SEE THE YAYOI KUSUMA EXHIBITION TBA				
After school	TAIKO DRUMMING AFRICAN MASK PAINTING/B10	BOLLYWOOD DANCING	AFRICAN MASK PAINTING/B10	TAIKO DRUMMING INTER – FAITH EVENT 5.15 TO 8	BOLLYWOOD DANCING
Year 11	TAIKO DRUMMING 11X1/MU1				
After school	TAIKO DRUMMING AFRICAN MASK PAINTING/B10	BOLLYWOOD DANCING	AFRICAN MASK PAINTING/B10G	TAIKO DRUMMING INTER – FAITH EVENT 5.15 TO 8	BOLLYWOOD DANCING
Year 12	National Theatre Tour				
After school	TAIKO DRUMMING AFRICAN MASK PAINTING/B10	BOLLYWOOD DANCING	AFRICAN MASK PAINTING/B10	TAIKO DRUMMING INTER – FAITH EVENT 5.15 TO 8	BOLLYWOOD DANCING
Year 13	National Theatre Tour				
After school	TAIKO DRUMMING AFRICAN MASK PAINTING/B10	BOLLYWOOD DANCING	AFRICAN MASK PAINTING/B10	TAIKO DRUMMING INTER – FAITH EVENT 5.15 TO 8	BOLLYWOOD DANCING
Vertical	SACRE reflections	SACRE reflections	SACRE reflections	SACRE reflections	SACRE reflections
	Monday B 26 <sup>th</sup>	Tuesday B 27 <sup>th</sup>	Wednesday B 28 <sup>th</sup>	Thursday B 29 <sup>th</sup>	Friday B 1 <sup>st</sup>
Year 7	ARCHITECTURE 7X2/IT3	ARCHITECTURE 7X2/IT2, 7X2/IT4		ARCHITECTURE 7Y2/IT4	
Year 8	CULTURAL THEME PARK MODELLED ON EPCOT CENTRE 8Y2/EE1, 8Y2/EE4 8Y2/EE5			CULTURAL THEME PARK MODELLED ON EPCOT CENTRE 8Y2/EE2, 8X2/EE3	CULTURAL THEME PARK MODELLED ON EPCOT CENTRE 8X2/EE2
Year 9	9Y2/HM1 Museum “looted artifacts”	9Y2/HM3 Museum “looted artifacts”	9X2/HM2 Museum “looted artifacts” 9Y2/HM5 Museum “looted artifacts”	9X2/HM3 Museum “looted artifacts”	

## Appendix 3 - Summer Curriculum Week

Monday 24th - Friday 28th June 2024

	7ACA, 7APN	7CDR, 7CYP, 7ELM	7HWN, 7LDN	7OAK, 7SYC, 7WIL	8ACA, 8APN	8CDR, 8CYP, 8ELM	8HWN, 8LDN	8OAK, 8SYC, 8WIL	9ACA, 9APN	9CDR, 9CYP, 9ELM	9HWN, 9LDN	9OAK, 9SYC, 9WIL	10ACA, 10APN	10CDR, 10CYP, 10ELM	10HWN, 10LDN	10OAK, 10SYC, 10WIL	Yr 12
Monday 24th June	STEM (MAB & TJN)		Tower of London	Science Museum	Careers Day (AWB) 1 <sup>st</sup> Aid training (JAS)		Natural History Museum (AUQ)	River Pang (AHS)	British Museum MWL	Victoria and Albert	HOLOCAUST INC 30 X SELF GUIDED TOUR OF IMPERIAL WAR MUSEUM AME & KPA		SACRE VISIT to Westminster Abbey	RE Visit to Synagogue and Neasden Temple	COMPUTATIONAL THINKING (MSR, RHN & JCR)		E X A M S
Tuesday 25th June	Tower of London	Science Museum	STEM (MAB & TJN)		Natural History Museum (AUQ)	River Pang (AHS)	Careers Day (AWB) 1 <sup>st</sup> Aid training (JAS)		Victoria and Albert	British Museum MWL	COMPUTATIONAL THINKING (MSR, RHN & JCR)	HOLOCAUST INC 30 X SELF GUIDED TOUR OF IMPERIAL WAR MUSEUM AME & KPA	SACRE VISIT to Westminster Abbey	RE Visit to Synagogue and Neasden Temple			
Wednesday 26th June	London Zoo (TMF)		Science Museum	Tower of London	STEM (MAB & TJN)		River Pang (AHS) residential students	Natural History Museum (AUQ) residential students	Careers Day (AWB) 1 <sup>st</sup> Aid training (JAS)	ENTERPRISE CHALLENGE VSH	RE Visit to Synagogue and Neasden Temple	COMPUTATIONAL THINKING (MSR, RHN & JCR)	HOLOCAUST INC 30 X SELF GUIDED TOUR OF IMPERIAL WAR MUSEUM AME & KPA	SACRE VISIT to Westminster Abbey			
Thursday 27th June	Science Museum	Tower of London	London Zoo (TMF)		River Pang (AHS)	Natural History Museum (AUQ)	STEM (MAB & TJN)		ENTERPRISE CHALLENGE VSH	Careers Day (AWB) 1 <sup>st</sup> Aid training (JAS)	SACRE VISIT to Westminster Abbey	RE Visit to Synagogue and Neasden Temple	COMPUTATIONAL THINKING (MSR, RHN & JCR)	HOLOCAUST INC 30 X SELF GUIDED TOUR OF IMPERIAL WAR MUSEUM AME & KPA			
Friday 28th June	<ol style="list-style-type: none"> <li>Year 6 induction day / on line working for years 7 to 9, other than those Year 8 on residential visit</li> <li>Year 12 on Exams and University / careers related visits</li> <li>Year 10 geography urban site visits – Stratford or historians attending Step Up Expo 2024 at Olympia.</li> </ol>																

YEAR 9 RESIDENTIAL VISIT TO BOUGHTON WOODS X 75 – 100 STUDENTS ON MONDAY 24<sup>TH</sup> AND TUESDAY 25<sup>TH</sup> JUNE

YEAR 8 RESIDENTIAL VISIT TO BOUGHTON WOODS X 75 – 100 STUDENTS ON THURSDAY 27<sup>TH</sup> AND FRIDAY 28<sup>TH</sup> JUNE

DUKE OF EDINBURGH AWARD – EXPEDITION – FRIDAY 28<sup>TH</sup> JUNE AND SATURDAY 29<sup>TH</sup> JUNE

## Appendix 4 - Enrichment Clubs

Club Name	Location	Start Date	End Date	Day	Week	Start Time	End Time	Year Group	No. of Students	SEN No	PP No
Graphic Design Club	A	15/09/2023		Monday	Both	15:20:00	16:00:00	7,8,9	10	2	5
ReSet Project		19/09/2023		Thursday	Both	08:40:00	14:00:00	9	10	2	4
Dance Club	Dance Studio	20/09/2023		Tuesday	Both			7,8,9,10,11	39	5	16
Netball Club (9,10 and 11)	Muga	20/09/2023		Thursday	Both	15:10:00	16:10:00	9,10,11	28		9
Netball Club (7 and 8)	Muga	04/10/2023		Tuesday	Both	15:10:00	16:20:00	7,8	36	2	14
Football Club	Astro	20/09/2023		Tuesday	Both	15:10:00	16:10:00	7,8	45	3	17
Bollywood Dance Club	Dance Studio	09/10/2023	22/12/2023			15:10:00	16:10:00	7,8,9,10,11	13		2
Girls Basket Ball	Sports Hall	20/09/2023		Friday	A	15:10:00	16:10:00	7,8	37	1	15
Football Club	Astro	20/09/2023		Thursday	Both	15:10:00	16:10:00	9,10	49	9	19
Debate Club	B7	26/09/2023		Friday	B	15:10:00	16:10:00	10,11	12		6
Inspire Club	2.04	29/09/2023		Thursday	A	15:10:00	15:50:00	9,10	30		15
Young Enterprise	1.07	05/10/2023		Wednesday	Both	13:10:00	13:50:00	12	9	1	6
TRockStar	F1	09/10/2023		Tuesday	Both	15:10:00	15:50:00	7	16	6	6
Boys Basket Ball	Sports Hall	25/09/2023		Monday		15:10:00	16:10:00	9,10	35	5	16
Reading Buddies (7,8,10,12)	Main Library	02/11/2023		Tues/Thurs - Wed/Fri	Both	08:30:00	08:55:00	7,8,10,12	121	12	36
External Reading Buddies (12)	External	21/09/2023			Both			12	69	3	22
Poetry by Heart	B16	11/07/2023		Tuesday	Both	15:10:00	16:00:00	7	16	3	6
Matilda Muscial	MU1/DR1/Hall			Mon/Tues/Thur	Both	15:10:00	16:30:00	All			
Lego Club	B1	11/09/2023		Thursday	A	15:30:00	16:30:00	7,8	9	1	1
French Enrichment Club	S4	30/11/2023		Thursday	A	12:30:00	13:10:00	7	15	1	4
Brainwave & Chess Club	Library	15/11/2023		Wednesday	Both	14:30:00	15:30:00	All	17	2	8
Spanish Reading Club	S4	29/11/2023		Thursday	A	13:10:00	13:50:00	10, 11	8		3
Chemistry Olympiad	02:03	27/11/2023		Thursday	Both	15:20:00	16:10:00	12, 13	11		1
EAL Reading Buddies (7,8,9,10,11)	Main Library	09/01/2024		Mon/Wed	Both	08:30:00	08:55:00	7,8,9,10,11	26	2	6
Girls Football Club	Astro	08/01/2024		Monday	Both	15:10:00	16:20:00	9, 10			
Girls Football Club	Astro	08/01/2024		Monday	Both	15:10:00	16:20:00	7,8			
Boys Basket Ball	Sports Hall	08/01/2024		Monday	A	15:10:00	16:20:00	7,8			
Boys Basket Ball	Sports Hall	08/01/2024		Monday	Both	15:10:00	16:20:00	9,10			
Bollywood Dance Club	Dance Studio	08/01/2024		Monday	Both	15:10:00	16:20:00				
Trampolining (SIGN UP ONLY)	Sports Hall	08/01/2024		Monday	Both	15:10:00	16:20:00				

## Appendix 5 - Educational Visits

Visit	Date of Visit	Destination	Visit Lead	Dept.	Year	No. of Students	FSM		PP		Cost Student per Student	
											£	
Jesus College Residential	09/12/2023	Jesus Lane Cambridge CB5 8BJ	Staff 1	Careers	13	8	2	25.0%	0	0.0%	£	-
Highcliffe Beach	05/10/2023	Highcliffe Beach Christchurch BH23 5DF	Staff 2	Geography	11	151	42	27.8%	47	31.1%	£	14.00
County Hall	05/10/2023	County Hall Chamber, Belvedere Road SE1 7PB	Staff 3	Drama	11	34	12	35.3%	14	41.2%	£	12.00
Barcelona Residential	05/10/2023	Spain Barcelona	Staff 4	MFL	10-11	23	4	17.4%	5	21.7%	£550	
Take the Lead	09/10/2023	The Old Vic, London SE1 8NB	Staff 5	Careers	12	54	11	20.4%	11	20.4%	£	-
Imperial College	11/10/2023	Imperial College Exhibition Rd, South Kensington SW7 8BX	Staff 6	Science	12	20	5	25.0%	5	25.0%	£	-
Frozen Theatre Visit	23/11/2023	Theatre Royal Drury Lane Covent Garden London WC2B 5JF	Staff 7	Drama	9, 10	26	8	30.8%	9	34.6%	£	8.00
Witches Musical	17/01/2024	Oliver Theatre National Theatre South Bank London SE1 9PX	Staff 8	Drama	Mixed	30	12	40.0%	12	40.0%	£	5.00
Brunel University STEM	24/01/2024	Brunel University London Campus Wilfred Brown Building	Staff 9	Science	10							
CRAF Musical Competition	04/02/2024	Royal Russell School, Croydon Coombe Lane CR9 5BX	Staff 10	Music	Mixed							
Food Taster	20/02/2024	West London College,	Staff 11	Food Prep	10							
Cadbury World	23/02/2024	69 Linden Road Birmingham B30 1JR	Staff 12	Enrichment	7							
Old Spitalfields Market	27/02/2024	16 Horner Square London E1 6EW	Staff 13	Young Enterprise	12							
Royal Bank of Canada	28/02/2024	The Old Vic, London SE1 8NB	Staff 14	Careers	12							
Richmond Park	23/03/2024	Richmond	Staff 15	DofE	11							

## Appendix 6 - External Speakers

Name of Enrichment Event:	Brief description of the Event:	Start time	End time	Start date of event:	End date of event:	Year Group the event is for:
<b>ReSET Project</b>	Initial research stages of a project which supports students with their mental wellbeing. A research project run in conjunction with University College London. In this event, students will undertake research activities on tablet computers. They will complete the same activities in December to measure what has changed during that time. One year group will receive 8 face-to-face workshops during that time, the other year group will be the control group.	12:30:00	14:30:00	12/09/2023	12/09/2023	Year 9
<b>ReSET Project</b>	Initial research stages of a project which supports students with their mental wellbeing. A research project run in conjunction with University College London. In this event, students will undertake research activities on tablet computers. They will complete the same activities in December to measure what has changed during that time. One year group will receive 8 face-to-face workshops during that time, the other year group will be the control group.	12:30:00	14:30:00	15/09/2023	15/09/2023	Year 8
<b>Voter I.D Campaign</b>	Shout Out UK is running a Voter ID campaign from April 2023 to March 2024, in order to ensure all eligible Londoners have a suitable photo ID to vote or can get a free Voter Authority Certificate, if needed.	08:30:00	08:50:00	18/09/2023	19/09/2023	Year 12,Year 13
<b>Jack Petchey Speak Out challenge workshop</b>	All day workshop to develop oracy skills and public speaking skills. Final hour every student will present a speech to the whole group 8:50 - 3:10pm *Please note the start time is 8:50 NOT the time below but there was an issue with the app it would not go to the early morning.	00:00:00	15:10:00	19/09/2023	19/09/2023	Year 10
<b>Tom Schuller</b>	During Periods 1 & 2 on Wednesday 20 September we will be welcoming Tom Schuller to school to speak with some A-level classes in the Main Hall. Organised through Speakers4Schools network.  Tom has enjoyed a varied career and is author of The Paula Principle, exploring why women generally outperform men in education but then slip behind them in the workplace.	09:00:00	10:10:00	20/09/2023	20/09/2023	Year 12,Year 13
<b>(Not enrichment- statutory PSHE) TENDER Project</b>	Specialist workshop on consent and peers spotting peers at risk of coercive or abusive romantic attachments.	08:30:00	15:10:00	21/09/2023	21/09/2023	Year 8
<b>(Not enrichment - statutory PSHE) Project Guardian</b>	Specialist police workshops on keeping safe on public transport and how to report crime.	08:30:00	15:10:00	25/09/2023	25/09/2023	Year 9
<b>Jack Petchey Speak Out challenge workshop</b>	To train students in communication and speaking skills to help them articulate themselves and speak to an audience. The last hour they will all present a speech in public and will be taught the skills to deliver effectively. 8:50 - 3:10pm *PLEASE IGNORE THE START TIME BELOW AS I COULD NOT SET IT TO 8:50	00:00:00	15:10:00	03/10/2023	03/10/2023	Year 10
<b>Innovating Medical Technologies Imperial college london</b>	Taster Lecture Pilfering Patient Pharmacies "â€" Using Bioinspiration to Revolutionise Wound Repair Dr Ben Almquist	14:30:00	16:50:00	11/10/2023	11/10/2023	Year 12

Name of Enrichment Event:	Brief description of the Event:	Start time	End time	Start date of event:	End date of event:	Year Group the event is for:
<b>Mousetrap Theatre Projects all day acting skills workshop</b>	We have been offered to have 4 practitioners come in to deliver acting skills workshops to year 9. We have had them in before and the students respond excellently. We gave a series of dates and they have offered us this one so I need to urgently check the diary to confirm with them. I can only see Governor's Day in the calendar at present so I hope it would be OK. This would be for approx 100-110 year 9 students currently studying drama but would require Louisa and myself off timetable that day.	08:30:00	15:10:00	12/10/2023	12/10/2023	Year 9
<b>UCL Access to Clinical Psychology Careers Talk</b>	Clinical Psychology Careers talks are being offered by UCL as part of a pan-London scheme of Widening Access to Clinical Psychology Training.	11:50:00	12:40:00	12/10/2023	12/10/2023	Year 12, Year 13
<b>GSK talk</b>	GSK employees coming to school 17th Nov 2023 to talk to all diploma year 12 Applied Science students 9am to 11am	09:00:00	11:40:00	17/11/2023	17/11/2023	Year 12
<b>Catalyst Alumni Project Planning Workshop</b>	Students involved in the catalyst project will be leading on their social action project. Their project involves an inter-faith event which has been proposed for the spring/summer term of 2024.	09:00:00	13:00:00	23/11/2023	23/11/2023	Year 13
<b>Heathrow STEM Generation " careers workshop for year 8</b>	This programme is for the Year 8 cohort, where they will participate in a 2-hour workshop, which will be delivered by Spark! along with volunteers from Heathrow. We will bring careers at Heathrow to life (focusing on engineering, but with an awareness that there is a vast array of careers available) and cover skills required by employers as we use the Skillsbuilder framework. They will also get involved in an interactive challenge " where they will work in teams of four to code a BBC micro:bit to navigate a Move Motor vehicle across a map of Heathrow Terminal 5. We will provide technical resources including laptops for each team of young people to programme.  Each workshop is for 90 students, and we'd be happy to run 2 sessions in a day. This is a fantastic opportunity to connect students with one of the largest employers in West London, ask them any burning questions they may have, as well as develop a set of new skills that will support their decision making for GCSE options.	10:30:00	15:10:00	16/01/2024	17/01/2024	Year 8
<b>Social Sciences Career Talk</b>	Rajvir works at the Ministry of Justice and works closely with prison offenders. She will be detailing her job role and experiences during this talk and will answer any questions that students have. This talk will take place at a time when Y13 students would be covering the Forensic Psychology unit in lessons, which will help students to make links within the curriculum.	10:30:00	11:10:00	08/02/2024	08/02/2024	Year 12, Year 13

## Appendix 7 - Timings of the new standard school day (2023-2024)

From September 2023 all schools must operate a minimum 32.5- hour week for all students.

Times	<b>Mondays, Tuesdays, Thursdays and Fridays</b>
<b>8.30 - 8.55am</b>	Registration, Tutorial & Assembly
<b>8.55 - 10.15am</b>	Periods 1 and 2
<b>10.15 - 10.30am</b>	Break
<b>10.30 - 11.50am</b>	Periods 3 and 4
<b>11.50 - 12.30pm</b>	Period 5 LS1 Years 8, 9 & 13
<b>12.30 - 1.10pm</b>	Period 6 LS2 Year 7
<b>1.10 - 1.50pm</b>	Period 7 LS3 Years 10 - 12
<b>1.50 - 3.10pm</b>	Periods 8 and 9
<b>3.10 - 4.10pm</b>	Intervention, Restorative Conversations, Enrichment or Detentions!

Times	<b>Wednesdays</b>
<b>8.30 - 8.55am</b>	Registration, Tutorial & Assembly
<b>8.55 - 10.15am</b>	Periods 1 and 2
<b>10.15 - 10.30am</b>	Break
<b>10.30 - 11.50am</b>	Periods 3 and 4
<b>11.50 - 12.30pm</b>	Period 5 LS1 Years 8, 9 & 13
<b>12.30 - 1.10pm</b>	Period 6 LS2 Year 7
<b>1.10 - 1.50pm</b>	Period 7 LS3 Years 10 - 12
<b>1.50 - 2.30pm</b>	Period 8
<b>2.40 - 3.40pm</b>	Curriculum development meetings for teachers – week A Pastoral meetings for teachers – week B



## Appendix 8 - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Featherstone High School
Number of pupils in school	1777
Proportion (%) of pupil premium eligible pupils	28.8% (511) 33.5% for years 7 to 11
Academic year/years that our current pupil premium strategy plan covers	2021/22 - 2024/25
Date this statement was published	21 <sup>st</sup> December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Nathan Walters
Pupil premium lead	Kamal Thacker
Governor / Trustee lead	Umesh Sharma

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£430,000.00 (Apr 23 - Mar 24)
Recovery premium funding allocation this academic year	£117,000.00
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	£547,000.00

## Part A: Pupil premium strategy plan

### Statement of intent

At Featherstone High School it is our intention to ensure that all our pupils, whether or not they are from disadvantaged backgrounds, ultimately attain the best possible outcomes for the 8 qualifications across the broad curriculum for which they are entered at age 16.

We have a proud history of making very good progress in supporting our disadvantaged cohort (including the high attainers) in closing the gap in achievement. In the last year of normal examinations prior to the COVID pandemic in 2019 the average attainment 8 for the 32% that were disadvantaged was 5.246 (with a progress 8 score of 0.99) compared to 5.304 for other pupils (with a progress 8 score of 0.95). The overall attainment 8 for disadvantaged pupils was in the highest 20% of all schools in 2019, 2018 and 2017. In 2020 the average attainment 8 for the disadvantaged cohort was 5.324 (compared to 5.536) and in 2021 the average attainment 8 for the disadvantaged cohort was 4.937 (compared to 5.539) illustrating a gap opening up as a result of the pandemic. Soft anecdotal evidence confirms vulnerable cohorts such as the disadvantaged being disproportionately impacted by the pandemic.

The school is very pleased to note the attainment / progress gap that had opened up between the disadvantaged and non -disadvantaged during 2020 and 2021 has been largely removed in 2022 although there remains a slight gap in the progress 8 score of the two cohorts. This was sustained in 2023.

Exam year	cohort Disadvantaged	cohort non Disadvantaged	% Disadvantaged	A8 Disadvantaged	A8 non Disadvantaged	Difference in A8	P8 Disadvantaged	P8 Non-Disadvantaged	Difference in P8
2017	100	136	42%	5.2	5.2	0	0.77	0.9	-0.13
2018	98	134	42%	5	5.3	-0.3	0.48	0.96	-0.48
2019	78	163	32%	5.2	5.3	-0.1	0.99	0.95	0.04
2020	85	151	36%	5.3	5.5	-0.2	0.47	0.86	-0.39
2021	52	211	20%	4.9	5.5	-0.6	0.12	0.74	-0.62
2022	81	178	31%	5.5	5.5	0	1.05	1.15	-0.1
2023	68	200	25%	5.0	5.1	-0.1	0.74	0.88	-0.14

While the principal focus of our strategy remains to support the disadvantaged cohort we will support all vulnerable students including those supported by social services and Looked After Children. Clearly, high quality whole class teaching equally benefits those who are not disadvantaged.

Our long- term recovery strategy uses the diagnosis, therapy and testing approach so that targeted support can be provided, for example, through additional provision timetabled after the school day and by using the National Tutoring Programme for the pupils with the widest gaps in their learning. This support is made available to all pupils including non-disadvantaged pupils who have fallen behind as it is based on identified individual needs.

To refine and improve our approach, we will maintain a relentless whole school focus on everyone working together to meet the needs of the disadvantaged as they make up ¼ of the cohort – living up to our motto “together we achieve!”

### Challenges

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

Challenge number	Detail of challenge				
1	Until 2022 the 9 - 4 English attainment of Year 11 disadvantaged pupils was consistently lower than for non-disadvantaged pupils:				
	Year		Disadvantaged	Non-disadvantaged	Difference
	2023	English Language	81%	78%	+3%
		English Lit.	84%	83%	+1%
	2022	English Language	85%	81%	+4%
		English Lit.	89%	84%	+5%
	2021	English Language	78%	81%	-3%
		English Lit.	83%	88%	-5%
	2020	English Language	81%	88%	-7%
		English Lit.	86%	88%	-2%
	2019	English Language	73%	81%	-8%
		English Lit.	84%	86%	-2%
	For the first time, in 2022 the disadvantaged cohort out- performed the non-disadvantaged cohort. This was sustained in 2023. However, for this gap to continue to be filled the current programme of intervention must be sustained over the course of the 3- year plan.				

2

Compared to English, there was an even greater difference in the 9 - 4 maths attainment for Year 11 disadvantaged pupils compared to non-disadvantaged pupils. This gap was reduced but not overcome in 2022 and 2023:

Year	Disadvantaged	Non-disadvantaged	Difference
2023	74%	77%	-3%
2022	81%	84%	-3%
2021	73%	87%	-14%
2020	79%	87%	-8%
2019	76%	85%	-9%

Current internal Year 10 data shows the gap remains but is narrow similar to 2022 and 2023.

3

Significant attainment and progress gaps were noted between the disadvantaged and non-disadvantaged pupils in many cohorts in 2023.

Cohort	ATTAINMENT			PROGRESS		
	Disadvantaged	Non-disadvantaged	Diff.	Disadvantaged	Non-disadvantaged	Diff.
<b>All pupils</b>	5 (68)	5.1 (200)	-0.1	0.74	0.88	-0.14
<b>Male</b>	4.6 (32)	5.1 (109)	-0.5	0.33	0.83	-0.5
<b>Female</b>	5.3 (36)	5 (91)	0.3	1.1	0.95	0.15
<b>H attainers</b>	6.9 (10)	7.4 (29)	-0.5	0.3	0.81	-0.51
<b>M attainers</b>	5.5 (30)	5.6 (95)	-0.1	0.68	0.99	-0.31
<b>L attainers</b>	3.6 (23)	3.6 (50)	0	0.99	0.73	0.26
<b>SEN support</b>	3.9 (7)	3.6 (8)	0.3	0.71	0.33	0.38
<b>EHC Plan</b>	0.1 (1)	3.5 (5)	-3.4	-1.48	0.8	-2.28
<b>No SEN</b>	5.2 (60)	5.2 (187)	0	0.78	0.91	-0.13

<p><b>4</b></p>	<p>During the second lockdown 85% of the total cohort were able to access remote provision despite the distribution of 400 laptops for home use. It became anecdotally apparent that many disadvantaged pupils with medical conditions, EAL at stages A to B and SEN needs were unable to access either the remote provision or the on- site provision on offer (on average 56 pupils attended every day (45 of them with SEND and 9 with EAL) and their attendance ranged from 56% to 91% from January to March 2021). We believe disadvantaged pupils were disproportionately impacted by the effects of the pandemic and fell further behind. The pastoral and social inclusion teams continue to monitor any gaps in the behaviour points between the disadvantaged and non-disadvantaged cohorts:</p> <table border="1" data-bbox="384 658 1378 887"> <thead> <tr> <th></th> <th>Autumn 2022</th> <th>Autumn 2023</th> <th>Autumn 2022</th> <th>Autumn 2023</th> </tr> <tr> <th></th> <th>Disadvantaged (est. 31% of cohort)</th> <th>Disadvantaged (est. 25% of cohort)</th> <th>Non-Disadvantaged (est. 69% of cohort)</th> <th>Non-Disadvantaged (est. 75% of cohort)</th> </tr> </thead> <tbody> <tr> <td>Negative behaviour points</td> <td>1772 (32%)</td> <td>3606 (39%)</td> <td>3823 (68%)</td> <td>5962 (61%)</td> </tr> <tr> <td>Positive behaviour points</td> <td>17026 (31%)</td> <td>20060 (34%)</td> <td>38681 (69%)</td> <td>38948 (66%)</td> </tr> </tbody> </table> <p>Clearly a gap has started to build up between the disadvantaged and non-disadvantaged cohorts between 2022 and 2023.</p>		Autumn 2022	Autumn 2023	Autumn 2022	Autumn 2023		Disadvantaged (est. 31% of cohort)	Disadvantaged (est. 25% of cohort)	Non-Disadvantaged (est. 69% of cohort)	Non-Disadvantaged (est. 75% of cohort)	Negative behaviour points	1772 (32%)	3606 (39%)	3823 (68%)	5962 (61%)	Positive behaviour points	17026 (31%)	20060 (34%)	38681 (69%)	38948 (66%)				
	Autumn 2022	Autumn 2023	Autumn 2022	Autumn 2023																					
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<p><b>5</b></p>	<p>Data shows the attendance of disadvantaged pupils continues to be lower than that for non-disadvantaged pupils:</p> <table border="1" data-bbox="368 1169 1350 1413"> <thead> <tr> <th></th> <th>Disadvantaged</th> <th>Non-Disadvantaged</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>2019 - 2020</td> <td>95.8%</td> <td>96.9%</td> <td>-1.1%</td> </tr> <tr> <td>2020 - 2021</td> <td>89.0%</td> <td>92.6%</td> <td>-3.6%</td> </tr> <tr> <td>2021 - 2022</td> <td>92.7%</td> <td>94.2%</td> <td>-1.5%</td> </tr> <tr> <td>2022 - 2023</td> <td>92.0%</td> <td>93.7%</td> <td>-1.7%</td> </tr> <tr> <td>Autumn 2023</td> <td>89.0%</td> <td>92.0%</td> <td>-3.0%</td> </tr> </tbody> </table>		Disadvantaged	Non-Disadvantaged	Difference	2019 - 2020	95.8%	96.9%	-1.1%	2020 - 2021	89.0%	92.6%	-3.6%	2021 - 2022	92.7%	94.2%	-1.5%	2022 - 2023	92.0%	93.7%	-1.7%	Autumn 2023	89.0%	92.0%	-3.0%
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<p><b>6</b></p>	<p>The Pastoral and Social Inclusion teams have reported a noticeable rise in stress and anxiety in pupils, some caused by concern over catch up. The School Council (post-COVID) had also raised the lack of the usual calendared enrichment opportunities including careers and educational visits as a cause of concern for pupils. They urgently requested the relaunch of our extensive programme of curriculum visits including residential stays and visits abroad.</p>																								

### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria to be achieved by 2024/5
<p>Improve level of attainment / progress of disadvantaged pupils to match / exceed the attainment / progress of non-disadvantaged pupils across a broad and balanced curriculum.</p>	<p>By the end of the three -year plan in 2024/25 the gap in attainment and progress between the disadvantaged pupils and non-disadvantaged pupils will continue to be bridged restoring the pre-Covid -2019 trend.</p> <p>We expect 85% / 90% of disadvantaged pupils to meet FFT20 expectations across the curriculum.</p>
<p>Improve the reading, writing, oracy and numeracy skills of the disadvantaged, so that they are equal to the non-disadvantaged pupils including those with SEN, EAL and medical needs.</p>	<p>Assessment of the reading, writing, oracy and numeracy skills of the disadvantaged cohort will show an improvement that bridges the gap with the non-disadvantaged cohort by 2024/25.</p> <p>That disadvantaged pupils are able, with support to attempt and complete their home learning at the same rate of completion as non-disadvantaged pupils as evidenced by records on SIMS.</p> <p>Evidence from learning walks and book scrutiny should illustrate improvement in the acquisition of these communication skills by disadvantaged pupils.</p>
<p>To improve the well- being of all of our pupils including the disadvantaged. To include access to a wide range of extra-curricular activities to develop pupils' cultural capital.</p>	<p>As evidenced by pupil / parent voice surveys (including the Ealing Health and Behaviour Survey) and the increased participation of disadvantaged pupils in extra-curricular, enrichment and careers based activities (quantified).</p> <p>Reduction in the level of support being asked of the Social Inclusion Team with anxiety concerns.</p> <p>The attendance rate of both disadvantaged pupils and non-disadvantaged pupils to return to pre-pandemic levels by 2024/25. With the rate of attendance for the disadvantaged equalling that of the non-disadvantaged.</p> <p>The destinations of disadvantaged pupils show equivalence to those of non-disadvantaged pupils.</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: £170,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Conduct knowledge gap analyses – standardised diagnostic tests to be periodically completed including NGRT/ST tests (literacy) £3,000	Provide evidence into pupils' strengths and weaknesses and identify correct level and nature of interventions Standardised tests (EEF)	1 - 5
1a) Timetable additional class for English 7Y6 x 6 periods per fortnight £50 x 14 periods x 19 fortnights = £13,300  1b) Timetable additional class for English 8Y6 x 6 periods per fortnight £50 x 14 periods x 19 fortnights = £13,300	Planned and sustained structural changes within the package of implementation strategies (EEF)  Includes Recruitment costs  Teaching of disciplinary literacy:  <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>  "Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support."  "Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech."  "Developing students' ability to read complex and academic texts – Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence."	1

	<p>“Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students’ understanding of ideas.”</p> <p>“High quality talk is typically well-structured and guided by teachers.”</p> <p>“Provide high quality literacy interventions for struggling students – Schools should expect and proactively plan to support pupils with the weakest levels of literacy, particularly in Year 7.”</p> <p>Developing teaching through mastery approaches.</p>	
<p>2a) Timetable additional class for maths 7Y6 x 10 periods per fortnight £50 x 10 periods x 19 fortnights = £9,500</p> <p>2b) Timetable additional class for maths 7Y6 x 10 periods per fortnight £50 x 10 periods x 19 fortnights = £9,500</p>	<p>Includes Recruitment costs</p> <p>Improving Mathematics in Key Stages Two and Three: Evidence Review March 2018: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/improving-mathematics-in-key-stages-two-and-three/">https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/improving-mathematics-in-key-stages-two-and-three/</a></p> <p>What is the evidence regarding the effect of using collaborative learning approaches in the teaching and learning of maths? Strength of evidence: HIGH</p> <p>To what extent does teaching thinking skills, metacognition and/or self -regulation improve mathematics learning? Strength of evidence (Thinking skills, metacognition and self-regulation): MEDIUM Strength of evidence (Working memory training): HIGH</p> <p>What is the evidence regarding mastery learning in mathematics? Strength of evidence: MEDIUM</p>	2



<p>3) Funding for Oracy Co-ordinator £2800</p>	<p>Includes Recruitment costs</p> <p>Writing Approaches in Years 3 to 13: Evidence Review EEF – July 2019</p> <ol style="list-style-type: none"> <li>1. Use of co-operative writing</li> <li>2. Structured approaches that give students step by step guides to writing in various genres, focused squarely on writing outcomes</li> <li>3. Programmes that teach students to assess their own and others' drafts, to give students more feedback and insight into effective writing strategies.</li> </ol>	<p>1, 3 and partly 4</p>
<p>4) Funding for Spanish and French theatre performances delivered by external providers (Onatti Productions Ltd) in school £1,000</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>Foreign language learning and its impact on wider academic outcomes: A rapid evidence assessment EEF – July 2020:</p> <p>"In general approaches that are largely meaning oriented, provided rich, authentic and stimulating FL input for students, which increases the involvement load tends to be more successful."</p>	<p>3</p>
<p>5) Funding for science week workshops £5000</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/science-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/science-ks3-ks4</a></p> <ol style="list-style-type: none"> <li>1. Pre-conceptions – build on the ideas that pupils bring to lessons</li> <li>2. Modelling: use models to support understanding</li> <li>3. Memory: support pupils to retain and retrieve knowledge</li> <li>4. Practical work: use practical work purposefully and as part of a learning sequence</li> <li>5. Language of science: develop scientific vocabulary and support pupils to read and write about science</li> <li>6. Feedback: use structured feedback to move on pupils' thinking</li> </ol> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/science">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/science</a></p>	<p>3</p>

	<p>September 2017</p> <p>“Unfortunately, existing research on pupils’ attainment in science has consistently shown an uneven spread of scientific knowledge. There is a consistent link between pupils’ socio-economic status and their attainment and participation in science learning at school. Pupils who come from higher SES families are more likely to do well in science subjects than less advantaged pupils and to continue to study science after the age of 16 years, when it is no longer compulsory to do so.”</p> <p>“Bringing students into a science “place” e.g. university or a science museum</p> <p>“Bringing scientists or extra -curricular science activities into schools.”</p>	
<p>EAL induction support for pupils at stages A to B</p> <p>£50 x 12 x 19 = £11,400</p> <p>Twinkl EAL resources = £1800</p> <p>Subscription to Bedrock resources to promote literacy for EAL pupils in Year 7 at stage C</p> <p>£8000</p>	<p>EAL_and_educational_achievement_Prof_S_Stra nd.pdf</p> <p>EEF – January 2015</p> <p>“It is proficiency in the English language that is a major factor influencing the degree of support an individual student will require.....it is notable that recent arrival....and Black African ethnic groups are associated with much higher risks of low attainment for EAL students.”</p>	4
<p>Experience of work and contact with employers</p> <p>£26,000</p> <p>Funding for “Inspire” pre-GCSE programme</p> <p>Co-ordinator</p> <p>£2800</p> <p>Extended IAG support for pupils negotiated through Ealing Connexions</p> <p>£16,000</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/employer-engagement-in-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/employer-engagement-in-education</a></p> <p>Employer engagement in education to enhance young people’s understanding of jobs and careers</p> <p>Employer engagement in education to provide young people with knowledge and skills demanded by the contemporary labour market</p> <p>Employer engagement in education to provide young people with knowledge and skills</p>	6

<p>Renewal of Unifrog £3300</p> <p>Renewal of Uplearn resources X 50% = £6600</p>	<p>demanding for successful school to work transitions</p> <p>Employer engagement in education to enrich education and underpin pupil attainment</p>	
<p>R&amp;R for a lead teacher to map cross curricular approaches to the development of cultural capital, SMSC and world views across the curriculum. £3500</p>	<p>Using a Distributive Leadership approach</p> <p>To lead training of ECTs and other professionals on the development of high quality cultural capital and “world views” within their lessons.</p>	6
<p>Appointing Acting Assistant Head Teachers to reform assessment and reporting systems at KS3 and support whole school literacy and reading £23,700</p> <p>Maths consultancy £1000</p> <p>Funding for NTP and recovery premium co-ordinator £2800</p>	<p>Using a Distributive leadership approach</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/feedback-approaches">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/feedback-approaches</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attainment-measures-in-literacy-mathematics-and-science">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attainment-measures-in-literacy-mathematics-and-science</a></p>	1,2,3

<p>Metacognition and self-regulation – the development of remote learning strategies and the blended approach to learning. – Digital Learning Group set up</p> <p>Directed time for re-launch of small group tutorials</p> <p>£200 for replacement of Headphone sets for LRC / NTP intervention</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation</a></p> <p>Support pupils to plan, monitor and evaluate their learning.</p> <p>Explicitly teach pupils how to organise and effectively manage their learning independently</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2019">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2019</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/remote-learning-for-pupils">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/remote-learning-for-pupils</a></p> <ol style="list-style-type: none"> <li>1. Consider how technology will improve teaching and learning before introducing it</li> <li>2. Technology can be used to improve the quality of explanations and modelling</li> <li>3. Technology offers ways to improve the impact of pupil practice</li> <li>4. Technology can play a role in improving assessment and feedback</li> </ol>	<p>4</p>
<p>Whole school curriculum CPD £1700</p>	<ol style="list-style-type: none"> <li>1. Whole school INSET on curriculum sequencing and planning</li> <li>2. Whole school INSET on acquiring disciplinary literacy</li> </ol> <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/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	<p>1- 4</p>

<p>Home learning club for SEND, EAL and disadvantaged cohort £20 x 5 x 38 = £3,800</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <ol style="list-style-type: none"> <li>1. Create a positive and supportive environment for all pupils without exception</li> <li>2. Build an ongoing, holistic understanding of your pupils and their needs – assess, plan, do review approach.</li> <li>3. Ensure all pupils have access to high quality teaching</li> <li>4. Compliment high quality teaching with carefully selected small group and one to one interventions</li> </ol>	<p>4</p>
<p><b>Teaching costs = £170,000</b></p>		

### Targeted academic support

(For example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £150,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide one to one and small group tutoring. A significant proportion of those pupils in receipt of NTP support will be disadvantaged and a good proportion of those will be high attainers. £117,000 (recovery premium and 16-19 catch up funding)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1 - 3</p>
<p>HLTA staffing costs for after school intervention support £10,200</p>		

Targeted exam booster support for individual and small groups of students provided through additional “alternative curriculum” after school sessions including support for LAC and other identified pupils. £11,400	<a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 - 4
Catch up interventions for small groups of Year 7 pupils for English and maths 12 periods X £50 X 19 fortnights = £11,400	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 - 4
<b>Targeted Academic costs = £150,000</b>		

#### Wider strategies

(For example, related to attendance, behaviour, wellbeing)

#### Budgeted cost: £227,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Summer Curriculum Enrichment Week £35,000  and the Duke of Edinburgh Award £4,000  Support for cookery, food and nutrition £5,300  invoices for Arts Week £5,000	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a>  “Enrichment approaches can directly improve pupils’ attainment...” EEF	6

<p>Provision of free breakfast club £9000</p> <p>Free music peripatetic lessons fully funded £65,000</p> <p>Summer School with "Let me play" £7,100</p> <p>Summer School staffing £1,200</p> <p>Additional Capacity for Learning mentor team £50,000</p> <p>Rewards for pupils funding £10,000</p> <p>Subsidy for educational visits £10,000</p> <p>Stationery, digital equipment for remote access, and revision guides for disadvantaged pupils £20,000</p>		
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	4
<p>Contingency £5,400</p>	<p>Ad hoc unplanned expenditure to support disadvantaged cohort</p>	1 à 6

**Total budgeted cost: £ 547,000.00**

## 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.

Ebacc entry in 2023 was very high at 79% The school remains committed to teaching a broad and balanced curriculum and the Ebacc provides just this type of curriculum:

Academic cohort / Year 11	Numbers following an Ebacc. Curriculum	Percentage
2019	177 / 241	73%
2020	195 / 237	82%
2021	214 / 263	81%
2022	193 / 262	74%
2023	211 / 268	79%
2024	234 / 276	85%

The school had made very good progress in bridging the gap between the disadvantaged and the non-disadvantaged pupils in 2022 with an attainment 8 score of 5.5 for both cohorts (significantly above the national average). However, in 2023 a slight gap has opened up with the non-disadvantaged achieving an attainment 8 score of 5.1 and the disadvantaged achieving an attainment 8 of 5.0. The progress 8 score for the disadvantaged at 0.74 (1.05 in 2022) compares to that of 0.88 (1.15 in 2022) for the non-disadvantaged meaning there was a gap of -0.14.

As mentioned above our overall attainment 8 for disadvantaged pupils remains significantly above the national average for all schools in 2023, 2022, 2019, 2018 and 2017.

We believe that the pandemic had disproportionately affected the disadvantaged cohort (2020 and 2021) as evidenced by the lengthening attainment gap. Although the quality of the curriculum delivered during closure was high and 85% of our students engaged consistently with on-line learning (during the second lock down) delivered through the live streaming of lessons using google classroom – a significant minority were unable to engage and had fallen back. The recovery curriculums put in place following 2021 and the catchup interventions put in place using the pupil premium and recovery premium funding have clearly had an impact for the better since 2022 bridging much of the gap that had developed. This trend has been largely sustained in 2023.

Attendance figures show an improvement for both cohorts since the COVID pandemic. However, in 2022-3 in all year groups, the non-disadvantaged still have a better rate of attendance. Year 11 rates of attendance were a concern in 2021-22 but have seen a pronounced improvement in 2022-23.



Year Group 2021 – 2022 & 2022 – 2023	Attendance – Disadvantaged		Attendance – Non-Disadvantaged	
	2021 - 2022	2022 – 2023	2021 - 2022	2022 – 2023
Year 7	94.76%	92.9%	96.03%	95.0%
Year 8	94.64%	94.0%	94.46%	94.7%
Year 9	91.95%	90.9%	94.98%	92.8%
Year 10	92.33%	89.6%	94.26%	92.8%
Year 11	78.12%	91.7%	80.93%	93.5%
Year 12	92.66%	92.2%	92.56%	93.5%

We also believe that the effect of restoring the enrichment opportunities and the removal of all restrictions to educational visits etc. will continue to have a positive effect on pupil well-being and feelings of contentment; and this plan will continue to address those feelings over the next year.