

# Pupil premium strategy statement – Arrow Vale School

## 25/26

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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
Number of pupils in school	Arrow Vale High School
Proportion (%) of pupil premium eligible pupils	Years 9-11 216 students (30.4%)  (Dfe lagged - 33.3% 238 students)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2026  (Year 2 of 3)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Matthew Rash – Principal
Pupil premium lead	Francesca Stanley – Vice Principal
Governor / Trustee lead	Leanne Lovett

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£224,640.00
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£224,640.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Arrow Vale, we aim to develop confident, ambitious and creative young people who can thrive in a changing world. We aim to achieve this by:

- Providing a broad and ambitious curriculum for all, with an emphasis on targeted support, where needed, to stop a pupil's circumstances affecting their academic progress and therefore life chances.
- Providing evidence-based strategies to improve the reading of students who are at a disadvantage to their peers as well as working with a range of national professionals in attendance, health and wellbeing to support these students.
- Providing a rich Personal Development programme, accessible for all and taken up by a large proportion if not all our students at a disadvantage.

Personal Development including our enrichment and futures programmes is at the forefront of what we do; designed through the lens of a disadvantaged pupil; what will engage and motivate them, including an emphasis on accessibility for all.

This 3-year Pupil Premium strategy is drawn on a range of experience, evidence-based research and best practice from across the Trust and the Education Endowment Foundation's Teaching and Learning Toolkit which found that the most important factor in improving narrowing the disadvantage gap is effective teaching day after day. High quality Teaching and Learning is therefore the most effective strategy in narrowing this gap and therefore reflects the largest budget spend. In addition to this, our disadvantaged plan also details a range of out of lesson interventions to support pupils further, particularly regarding tier 2 and 3 priorities.

This strategy recognises that making a difference for disadvantaged pupils is best achieved with a long-term focus and therefore our 1-year action plan and 3-year long term disadvantaged strategy reflects this.

**Children at a disadvantage are NOT a problem to resolve- they are our children- and so we need to get better at what we do to help them to thrive;**

*"Although the 'same' opportunities are open to people of all backgrounds, we live in a system where those coming from stable, secure childhoods do well and there is no allowance for the struggle of those who don't. We need equity in education, not equality. If someone can't see straight because the world is falling in around them, we need to raise them up to clearer skies...and the truth is, we are losing some brilliant minds in the trenches of poverty." (Katriona O'Sullivan: POOR)*

**In the classroom, we expect our staff to:**

1. Be experts on your pupils in front of you

2. Ensure seating plans are thoughtful and supports equity, talk and learning partners
3. Pupils at risk of greatest underachievement is where resource needs to be directed
4. Think carefully about the background knowledge required to access the work which will need addressing/frontloading
5. Ensure additional adults support those who most need it
6. Ensure pupils achieve clear feedback
7. Ensure every interaction matters

**Teaching & Learning priorities to support inclusive classrooms and high expectations:**

- Quality of ***teacher talk to support pupil talk*** including sharing gift of teacher thinking, clear explanations, checking for understanding and quality of questioning
- Curriculum content coverage is a poor proxy for learning (tyranny of pace). How do we support checking for understanding and securing depth of learning before 'moving on'
- Quality feedback.

## Challenges

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

Challenge number	Detail of challenge
1. Assessment and checking for understanding (Tier 1)	<p>Teacher circulation and checking for understanding in order to combat the passivity of disadvantaged students as a result of confidence and resilience barriers.</p> <p>Ensuring accurate insight of student understanding throughout lessons is crucial as a result of some of our students having variable starting points in terms. Therefore, some students lack background knowledge needed in order to access and thrive across the curriculum.</p>
2. Reading and Oracy (Tier 2)	<p>The oracy development of our disadvantaged pupils due to lack of language and communication skills and experiences developed prior to them starting with us in Year 9.</p> <p>Some disadvantaged pupils have a lower SAS reading score in comparison to their non-disadvantaged peers due to lack of reading skills prior to them starting with us in Year 9.</p>
3. Attendance (Tier 3)	<p>Pupil attendance to school and attendance to learning is impacted for a complex number of reasons, therefore requiring the school to look at new ways to build a sense of belonging and enjoyment about attending school regularly, especially for those who are at a disadvantage.</p>

4. Belonging and sense of connection (Tier 3)	<p>Participation/involvement in sport and wider enrichment due to financial barriers and confidence in engaging.</p> <p>Transition at all points to be re-focused on supporting resilience, emotional wellbeing and mental health of disadvantaged pupils. These, both inside and outside of the classroom, are impacted by the nature of their social, cultural and financial capital.</p>
5. Dysregulation (Tier 3)	<p>A new strategy to reduce the number of Pupil Premium and SEND students receiving suspensions, particularly girls in order to support dysregulation. This will include a new parental engagement strategy for all staff to use across the school, particularly with our families who are at a disadvantage.</p>

*\*Detailed data around these challenges can be found in the school's action plan*

## 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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on English, Mathematics and EBacc subjects	<ul style="list-style-type: none"> <li>• Reduction of attainment gap between disadvantaged and non-disadvantaged pupils.</li> <li>• Increased attainment of disadvantaged pupils, particularly in English, Mathematics and Ebacc subjects.</li> <li>• Learning walks (short and long), book trawls and observation data reflects that disadvantaged pupils are disproportionately targeted for teacher support, opportunities for oracy development and stretch and challenge.</li> <li>• Targeted interventions at KS4 and KS5 prioritise supporting disadvantaged pupils and the attendance of these pupils is high.</li> </ul>
Improved reading comprehension among disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Improved average reading age of disadvantaged pupils.</li> <li>• Reduction of gap between reading age and chronological age for disadvantaged pupils.</li> <li>• NGRT data and Reading+ data shows an accelerated improvement in reading SAS scores for the bottom readers compared to their peers. <ul style="list-style-type: none"> <li>• High proportion of disadvantaged pupils including those with SEND taking part in the Reading+ programme.</li> <li>• Learning walks and quality assurance of form time reading programme shows consistent and high-quality engagement of disadvantaged students.</li> </ul> </li> </ul>
Improved oracy of disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Learning walk and lesson observation data indicates that the verbal responses of disadvantaged students is of strong quality.</li> </ul>

	<ul style="list-style-type: none"> <li>• Learning walks and quality assurance of form time reading programme shows consistent and high-quality engagement of disadvantaged students.</li> </ul>
Improved completion of home learning by all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Audit of disadvantaged pupils reflects that all have access to support with at home learning including access to IT equipment and access to homework club.</li> <li>• Clear and robust system for the setting, completing recording and communicating home learning.</li> <li>• Reduction in behaviour logs for 'failed to complete homework'.</li> <li>• No gap between logs received for failure to complete home learning between disadvantaged and non-disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Improved attendance of PP students.</li> <li>• Reduction of gap between the attendance of PP and non-PP students.</li> <li>• Whole school PP and non-PP attendance gap to be in line or lower than national average.</li> <li>• Improved attendance of SEND students.</li> <li>• Reduction of gap between the attendance of SEND and non-SEND students.</li> <li>• Whole-school SEND and non-SEND attendance gap to be in line or lower than national average.</li> </ul>
To achieve and sustain improved wellbeing for all pupils and parents, including those who are disadvantaged.	<ul style="list-style-type: none"> <li>• Regular and robust use of the PASS survey to identify PP students in need to wellbeing support.</li> <li>• Reduction of PP students identified as amber, pink and red on PASS survey. <ul style="list-style-type: none"> <li>• Reduced number of referrals of PP students for internal emotional wellbeing support.</li> </ul> </li> <li>• Qualitative data around mental health and wellbeing received from student and parent voice to be positive. <ul style="list-style-type: none"> <li>• An increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• Increased number of parents/carers attending the Student Support 'community café' and positive parent/carer voice from this initiative.</li> <li>• Positive feedback received from data gathered from Malichi and SPARK pre and post questionnaires.</li> </ul> </li> </ul>
To achieve and sustain improved personal development and cultural capital for all pupils, including those who are disadvantaged.	<ul style="list-style-type: none"> <li>• Continuation of no gap between disadvantaged pupils engaging in the schools Enrichment programme compared to their non-disadvantaged peers.</li> <li>• Qualitative data around sense of personal development received from student and parent voice to be positive. <ul style="list-style-type: none"> <li>• An increased sense of personal development within pupils as indicated by the PASS survey.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Positive student voice in response to our preventative wellbeing and self-regulation programs such as SPARK.</li> </ul>
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## 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: £112,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. Arrow Vale's 'Five Basics' which is designed through the lens of a disadvantaged pupil and how they best learn.</i></p> <p><i>Agreed Teaching and Learning strategies for PPDV progress:</i></p> <ul style="list-style-type: none"> <li>Use of Disadvantaged data 'knowing your students' to inform seating plans and classroom 'flight paths' when circulating.</li> <li>Priority marking of key PPDV student work/assessments</li> <li>Priority selection of PPDV students for additional teacher support</li> <li>Disproportionately directed, targeted questioning of DVPP students to check understanding</li> <li>Scaffolded support for high quality oracy responses of PPDV students</li> </ul> <p><i>Appointment of additional SLT member to oversee pedagogy and staff development.</i></p>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Wider educational literature e.g. Lemov (2010) &amp; Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims significant improvement in learning e.g.</p> <p>Interleaving and questioning +7 months</p> <p>Assessment for learning / feedback + 6 months</p>	1, 2

<i>CPD and T&amp;L briefings implemented to develop consistent high-quality behaviour for learning techniques in all lesson</i>	CPD to be based on the methodologies that are highlighted as most effective in wider literature e.g. Rodgers (2015) This is further supported by the EEF Tool Kit (2021) which claims that effective behavioural management strategies 1,4 have a benefit of significant improvement in learning i.e. +4 months to learning.	1, 2
<i>Specific CPD time dedicated to Oracy in order to develop consistent high-quality verbal responses and articulation from students in all lessons</i>	The report of the Commission on the Future of Oracy Education in England (2024) discusses the impact of 'Learning through talk, listening and communication; highlighting that the use of talk or dialogue in the classroom can be successfully used to foster and deepen children's learning as well as building knowledge of how to speak, listen and understand confidently.	1, 2
<i>A high-quality QA process conducted by SLT, DLS and the wider curriculum leaders/teaching and learning team. Clear processes to provide developmental feedback, identify training needs and to share best practice.</i>	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 student achievement (+1.57) and therefore supports strategy of sharing good practice.	1, 2

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

Budgeted cost: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Reading strategy implementation.</i></p> <ul style="list-style-type: none"> <li><i>Investment in additional reading programmes and programmes to analyse the reading ages of students. (Reading+ and NGRT).</i></li> <li><i>CPD to promote these programmes to staff and offer training on how to use this data.</i></li> </ul>	Programmes such as NGRT and Accelerated Reader have been reported (Baye, Slavin, & Haslam, 2019) to have a significant effect size of +0.24 ( $p < .05$ ).	2, 4

<ul style="list-style-type: none"> <li>• <i>Bespoke reading systems for wave 3 support of disadvantaged students and bottom 20% of readers (Reading+ programme).</i></li> <li>• <i>Investment into training a senior member of staff designated as Reading Lead</i></li> <li>• <i>Recruitment and retention of Achievement Assistant for Reading and Literacy</i></li> </ul>		
<i>Targeted academic after school intervention with a focus on PP student selection.</i>	<p>The EEF Toolkit (2021) which reports that extending school day has an effect of + 3 months.</p> <p>EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months.</p>	1, 2
<p><i>Oracy development:</i></p> <ul style="list-style-type: none"> <li>• <i>Evidence-based CPD for all teaching staff on oracy development strategies in the classroom</i></li> <li>• <i>Re-designed learning walk system to specifically target observations of oracy development within the classroom.</i></li> <li>• <i>'Questioning framework' CPD and resources for all staff which has been specially designed through the lens of a disadvantaged student and how they can be best supported.</i></li> </ul>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Wider educational literature e.g. Lemov (2010) &amp; Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF Tool Kit (2021).</p>	2
<p><i>Investment in our homework policy including:</i></p> <ul style="list-style-type: none"> <li>• <i>CPD for all teaching staff on the benefits of 'flipped learning' homework tasks.</i></li> <li>• <i>Providing laptops/IT equipment to PP students to support home learning.</i></li> <li>• <i>The training of Microsoft innovators.</i></li> <li>• <i>Investment in Microsoft TEAMS platform for homework setting, tracking and communication to parents/carers.</i></li> </ul>	<p>EEF Toolkit (Education Endowment Foundation, 2021) suggests benefit of +5 months where home learning is engaged with and +6 months where it involves digital technology.</p> <p>Wider literature e.g. Colman (2021) shows that PP students significantly affected by digital divide, especially during pandemic.</p>	1, 2



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

Budgeted cost: £69,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li><i>Provide high quality pastoral care using a Team Around the Child approach including mentoring, rewards and behaviour management specialists.</i></li> <li><i>Regular analysis of B&amp;A data to identify specific barrier to attendance and behaviour patterns.</i></li> </ul>	<p>EEF Toolkit (2021) reports that mentoring has a +2 months academic benefit to students</p> <p>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.</p> <p>The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, &amp; Fraser, 2018) – highlights the importance of building teams such as "data teams" to improve leadership capacity and deliver school improvement.</p>	3, 4, 5
<p><i>Investment in parental outreach and communications:</i></p> <ul style="list-style-type: none"> <li><i>Canva subscription to support with video communication home,</i></li> <li><i>Community Café,</i></li> <li><i>'Malachi' intervention for families.</i></li> </ul>	<p>Home - Support around parenting strategies and learning at home (Campbell, 2011; Musengamana, 2023)</p> <p>School - Proactive home-school communication (Musengamana, 2023), opportunities for family members to volunteer in school (Campbell, 2011), gathering information to better understand the needs of parents (Goodall and Vorhaus, 2011)</p>	3, 4, 5
<p><i>Targeted attendance intervention and rewards programme including:</i></p> <ul style="list-style-type: none"> <li><i>Implementation of the 'Power Hour' attendance strategy</i></li> <li><i>Investment in a new Trust wide and whole school 'Inclusive Attendance' strategy, supported by a national attendance lead in this field.</i></li> <li><i>Incorporate attendance into transition planning.</i></li> <li><i>Employment and deployment of EWO staff.</i></li> <li><i>Recruitment and retention of non-teaching pastoral support staff.</i></li> </ul>	<p>Research presented by organisations such as Welsh Assembly Government (2011) &amp; Durrington Research School (2018) suggest that the identified activities all have a significant impact on attendance outcomes for PP students.</p>	3, 4, 5

<ul style="list-style-type: none"> <li>• <i>Work with parents and students including those at a disadvantage to identify specific barriers to attendance including SEND community cafe</i></li> <li>• <i>Targeted support based on specific barriers.</i></li> <li>• <i>Regular analysis of B&amp;A data to identify specific barrier to attendance and behaviour patterns.</i></li> </ul>		
<p><i>Investment in and use of the PASS survey to:</i></p> <ul style="list-style-type: none"> <li>• <i>Identify students with low self-esteem and low views on school and themselves as learners.</i></li> <li>• <i>To target proactive interventions for those at risk of developing low self-esteem and low views on school and themselves as learners.</i></li> <li>• <i>Implementation of a SEL scheme for students during PSHE lessons in response to the data emerging from the PASS survey.</i></li> </ul>	<p>The use of the PASS survey data and other internally gathered data such as this is supported by the EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, &amp; Fraser, 2018) – highlights the importance of building teams such as "data teams" to improve leadership capacity and deliver school improvement.</p>	3, 4, 5
<p><i>Recruitment and retention of the following qualified in-house staff to support with promoting positive mental health and wellbeing:</i></p> <ul style="list-style-type: none"> <li>• <i>Emotional wellbeing co-ordinator.</i></li> <li>• <i>Mental Health lead.</i></li> <li>• <i>Qualified Trauma trained pastoral Lead Head of Year.</i></li> <li>• <i>Investment in a range of health and wellbeing interventions in house such as SPARK, Redgate, Your Ideas,</i></li> <li>• <i>The staffing of our 'Student Support House' where external programmes run such as: RESPECT, WEST and pet assisted therapy.</i></li> </ul>	<p>Wider literature e.g. Colman (2021) shows that PP students significantly affected by digital divide, especially during pandemic.</p>	
<p><i>Calendared and targeted enrichment opportunities</i></p> <ul style="list-style-type: none"> <li>• <i>Implementation of a new Enrichment programme and enhanced use of updated Trust tracking system.</i></li> <li>• <i>Investment in an additional dedicated leader of enrichment and experiences including careers.</i></li> <li>• <i>Regular monitoring to ensure that disadvantaged students are</i></li> </ul>	<p>The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, &amp; Fraser, 2018) – highlights the importance of building leadership capacity to deliver school improvement.</p>	3, 4, 5

<p><i>having a disproportionate offer of enrichment activities.</i></p> <ul style="list-style-type: none"> <li>• <i>Tracking of disadvantaged students and use of PP funding to support disadvantaged students and their families to attend and engage with the enrichment programme in place.</i></li> <li>• <i>Investment in new face to face 1:1 independent careers and aspirations advice service (Birmingham Connexions)</i></li> </ul>		
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**Total budgeted cost:** £224,640.00

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*By the end of the academic year 2024-2025 Arrow Vales overall attendance was 89.11% - this was 1.05% higher than last academic year.*

*The National Average for Secondary Schools was 92.08% with Arrow Vale being - 2.97% below this. However it is important to understand that Arrow Vale does not have Year 7 and Year 8 which nationally are the two best attending year groups. When compared to the National Average (Arbor) for Y9-11 only 88.23% Arrow Vale is +0.88% above the National Average.*

*Arrov Vale is an FFT quintile school 4 – meaning it serves an area of significant deprivation. Compared to other FFT quintile 4 schools Arrow Vale is only -0.89% below the National Average.*

- Year 9: 90.93% - which was exactly in line with National Average.*
- Year 10: 89.25% - which was -0.88% below the National Average.*
- Year 11: 86.92% - which was +2.99% above the National Average.*

#### *Sub Group Breakdown*

- Persistent Absence was 26.72% which is a +4.74% improvement from the previous year.*
- Female attendance was 88.23%, which has increased by +0.97% from the previous year.*
- Male attendance was 89.95%, which has increased by +1.15% from the previous year.*
- SEND E attendance was 88.03%, which has increased by +10.37% from the previous year.*
- Pupil Premium attendance was 81.90%, which has increased by +0.40% from the previous year.*
- EAL attendance was 93.95%, which has increased by +0.86% from the previous year.*
- FSM attendance was 81.53%, which has increased by +0.92% from the previous year.*

*Our continued whole-school approach to reading and literacy was reformed and re-launched successfully, with a further roll out of a new intervention programme for 2025-26. To strengthen further, bespoke reading systems are needed for wave 3 support of disadvantaged students. A new form time reading programme has been introduced, closely linked to the Learning for Life (PSHE) curriculum, which emphasises the explicit teaching of vocabulary, modelling of fluent reading, and providing students with exposure to a broad range of both fiction and non-fiction texts, alongside regular comprehension activities. In addition, Year 9 students have been inducted into a guided reading programme through library lessons, centred on developing comprehension skills while engaging with a novel outside of the main curriculum. Targeted intervention has been introduced for year 9 students in Stanine 1 in the form of small-group fluency and comprehension support, in the ongoing use of the*

*independent Reading+ programme for Students in Stanine 1-3 to further build core reading skills.*

*NGRT Data from Summer Term 2025 shows:*

- 81% of students made expected, higher than expected or much higher than expected progress from Sept-now (in comparison to 75% nationally)*
- 34% of students made higher than, or much higher than expected progress (in comparison to 25% nationally)*
- 42% of students now have an "above average" SAS Score (in comparison to 23% nationally)*
- 71% of students now have an "average or above" SAS Score (in comparison to 60% nationally)*
- 10% of students are now in the top stanine (in comparison to 4% nationally)*
- On average, students gained +2.0 on their SAS score, taking us from 103 to 105 and into Stanine 6 (100 is national average and is Stanine 5)*

*Building on this year's progress, the focus will be on increasing the frequency of teacher CPD to further embed wider literacy skills across the curriculum, with robust quality assurance to ensure consistency and impact. From the start of Year 9, a new guided silent reading programme will be introduced at the beginning of lessons, designed to strengthen comprehension and foster greater reading independence. In addition, targeted interventions will transition from IDL to Reading+, which offers a stronger focus on vocabulary development, comprehension, and reading stamina, better supporting students' long-term literacy progress*

*There was successful use of PASS survey which informed targeted wave 3 intervention with students most in need; supported by an appointed Emotional Wellbeing Co-ordinator. More regular use and specific calendared actions planned for 2025-26 academic year as well as a whole school approach to support all students as well as those most in need.*

*Data for our wave 3 focus on personal development and enrichment shows that 68% of the school cohort were recorded as engaging in enrichment opportunities across the 11 different Trust enrichment categories. These categories show varied participation in enrichment types such as culture, community, eco, student leadership, the arts and sport in 2024-25. This figure shows that a large number of students are accessing a wide range of character development opportunities and we will look to develop and increase this number of recorded enrichments in 2025-26.*

*There is no gender split in logged enrichment participation and a small DVPP student participation split (7%) against the whole school figure, showing that the school are successfully working towards there being no gap between disadvantaged and non-disadvantaged participation.*

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
National tutoring programme	Kip MacGrath

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