Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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

Figures are correct at the time of writing November 2023

Detail	Data
School name	Temple Moor High School
Number of pupils in school	1200 Students Y7-11 1384 Students including Sixth Form
Proportion (%) of pupil premium eligible pupils	243 students in receipt of PP – Y7-11 – 21% 271 Students – including those who have FSM allocation in Sixth Form 22.5% of the student body
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022 October 2023
Statement authorised by	Matthew West
Pupil premium lead	Kayleigh Cuddy
Governor / Trustee lead	Dave Lees

Funding overview

Detail	Amount

Pupil premium funding allocation this academic year	***Using last year's figures £246,390 £272,340 (including CLA)
Recovery premium funding allocation this academic year	***Using last year's figures £81,006
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£0

Part A: Pupil premium strategy plan

Statement of intent

The ultimate objective for all students at Temple Moor is to remove their barriers to learning and provide them with the support they need to overcome barriers to their education, regardless of background or start point. Doing so to ensure that all students can build the confidence and resilience strategies they need to make good progress, achieve high levels of attainment across the curriculum. In addition, we are devising opportunities for students that would raise the aspiration of students, inspiring them to be the version of themselves now that benefits their future self to secure the Post 16 and Post 18 pathways they choose. The strategy will work to support the learning of pupils in receipt of Pupil Premium to enhance their learning experience and allow them to development the academic and social skills they need to achieve in line with their peers who are not disadvantaged and improve attendance, achievement and attainment.

Our strategy both now and historically has been routed in diagnostic assessment of our setting and is designed to best suit the needs of our students. The strategies in place have been systemically planned and will have regular review points to access the impact and validity of schemes. The approaches we have determined will work across the whole curriculum and ensure we are creating opportunities for all students to engage and thrive within their education. We have adopted a holistic and whole school approach with strategies that combine to target a range of challenges and support students throughout the totality of their experience within school. The strategy in place is integral to the whole school plans for educational recovery following the pandemic. There will be targeted support and interventions provided in the form of 121 or small group tutoring using Tutor Trust or academic mentors.

The current pupil premium strategy was developed using diagnostic assessment of the students within school and is built around improving the Progress 8 and Attainment 8 of students by investing in a threefold approach which aimed to reduce barriers to learning investing in the pastoral system to support students with their lives, self-regulation and raising aspirations. Secondly comprised of targeted support and intervention to support students both inside and outside the classroom to close gaps and maintain a sustained level of progress. Finally, the Covid recovery, while we are now established back into the regularity of school the catch-up funding continues to be allocated to reduce the education gap causing by interruption in schooling since March 2019. The result in 2023 demonstrate that the gap has in fact widened to the levels of 2011.

The key principles of the strategy are to support students in overcoming their barriers to education to enable them to succeed both in school and in the future. The strategies put in place are driven towards overcoming the barriers and challenges that the students in our setting face. High Quality first Teaching, Whole School Literacy and Numeracy strategies, Attendance and Behaviour Policy have all been devised to best support the needs of disadvantaged students and support them in achieving alongside their peers, who are not disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	**Academic attainment 8-** Historically disadvantaged students have achieved less well that non-disadvantaged students in relation to their Attainment 8 scores. Pre-pandemic data suggest that there was a need to focus on students' attainment levels across all subjects with an in-school gap of –0.8 for leaving Y11 2019. Initial data capture post-pandemic suggests a similar trend, and therefore we are going to have a commitment to supporting disadvantaged students to achieve across their whole curriculum. **2022-23 – National Data** The disadvantaged gap has widened and is now at its largest gap since 2011 to 15.2 points. **TM Context** The gap since 2021-22 has marginally narrowed from 11.99 to 11.55, this is below the national average for 2023, and demonstrates progress since COVID.
2	**Literacy and numeracy skills** Due to historic trends and the impact on the pandemic on literacy and numeracy teaching a focus will be placed upon high quality teaching and learning of literacy across the curriculum. Allowing students to access the wider curriculum and best prepare them for the future by ensuring the have the basic skills to succeed. Data suggests that there is a gap in the reading ability in students who are PP versus their peers who are not. When leaving Y11, students have a gap in English on average between 0.8-1 grade versus the whole cohort. In addition, literacy and competency with literacy skills is essential for success academically and in later life. On average PP students have a gap of -0.5 in Maths GCSE scores on leaving Year 11 versus the whole cohort. **2021-22** **TM Context** English continuing strength with – - 0.32 Maths positive 3-year trend of improving – - 0.52 Demonstrates commitment to continually reducing the gap in literacy and numeracy. Reading scores in Y7 2021-22 Y8 2022-23 improvement with hybrid curriculum in English further supports long term development of literacy skills for life and a curriculum that builds towards successfully towards success in Y11/Y13.

	2022-23 National Data English continuing strength – gap irradicated – 0.01 Maths continuing 3 years + positive trend - -0.17 Continued focus on reading demonstrates progress overtime, and early intervention with students in KS3 having long lasting positive impact.	
3	**Attendance** Disadvantaged student attendance is currently and historically lower than students who are not disadvantaged. Having returned from the pandemic we have attendance levels for disadvantaged students which replicate their previous attendance patterns, with a gap of 5%. While Attendance of disadvantaged students have not worsened because of the pandemic, we need to address them to ensure that disadvantaged student attendance is working towards being in line with non-disadvantaged. The number of Persistent Absentees will take a particular focus as this is significantly higher for disadvantaged students than non-disadvantaged. 39% of students who are PP are considered 'persistently absent' compared to 18% of the whole cohort. Our assessments and observations suggest that persistent absenteeism is negatively impacting the progress of PP students. **2023 –** **HT 1 -** **Y7 – 92.1%** **Y8 – 87.7%** **Y9 – 86%** **Y10 – 84.9%** **Y11 – 84.3%** **All – 87.2%** **PA - % for FSM6** **NA PA non FSM6 – 19% and ours 18%** **National – 39%** **Y7 – 31.3%** **Y8 – 32.7%** **Y9 – 44.6%** **Y11 – 62%** **All – 41.6%**	
4	**Behaviour**	

		Our data indicates that disadvantaged students spend more time out of lessons that non disadvantaged students, through both phase 4's and on calls. With % phase 4 involving disadvantaged students being between 45-52% and the average % of on calls involving disadvantaged students being 44-71%. This is a trend which was present pre-pandemic and is still in existence post-pandemic. Internal exclusion data again suggests that disadvantaged students spend a higher amount of time outside of their usual classroom with the number of internal seclusions have a range of 47-63%. **2022-23** Early data shows a reduction in PP students removed from classrooms, on called and spending time in seclusion. This means they are actively in classrooms more frequently in classrooms for longer and more frequently. How ever the number of suspensions accrued by PP has increase slightly in HT compared with HT1 in 2022-23, yet this data is also reflected to have increased for students who are not PP.
5		**Mental Health and Wellbeing** On returning from our observations and the national picture suggests that there has been an increase in people who are struggling to manage their mental health in a successful manner. This is a situation we have seen replicated in school and have built in provision for this to support young people in building coping mechanisms for the future. ELSA support workers in school – full case load. Established 8-10 session programme Entrance and exit questions to demonstrate progress alongside behaviour and attendance matrix – Case studied.
6		**First Quality Teaching** The impact of quality first teaching is well documented by the EEF as a key tool to improve the educational experience and progress of disadvantaged students and is an effective tool for working to close the educational gap. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium **Teacher judgements based on Learning walks:** Highly Effective- 34% Effective – 49% Total – 83%

7	**Aspirational thinking**
	On returning from the pandemic our observations suggest there is an apathy towards education and progression, particularly with disadvantaged boys. Students do not always successfully link their educational outcomes to a successful future.
	Educational Visits
	Higher Educational Visits
	Employer engagement
	Guest Speakers
	PD Curriculum enhancement
	Leeds United Foundation
	Leeds to Success
	Community Engagement
	Wellington Place
8	**Access to Cultural Capital**
	The pandemic has significantly reduced the ability to access the wider community and experiences which were established pre-COVID. Our observations suggest that COVID has disproportionately affected disadvantaged students in terms of the experiences they would have and the experiences they have missed as the world continues to re-open.
	PD curriculum support:
	Restart the Heart
	BBC – engagement -
	Holocaust Survivor Talk
	Anne Frank Exhibition
	Channel 4?
	Sky?
	Barker Leeds – Emotional Literacy
	St Giles
	Culture Day
	EPIC gambling
	Trips funding has supported 2022/23:
	DNA Theatre Trip
	Exploring Language Programme
	Alton Towers
	Sports tour to Malaga
	Christmas Carol – theatre production
	University Trips
	College Trips

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	RAG Rating
Narrow disadvantaged gap in Progress 8 - maintain national average	Maintain or narrow the progress 8 gap for students from 2019 data to continue to be alongside national average.	No national data comparison and unknown national picture until Aug 2022. Internal focus to maintain work completed pre-pandemic – employing strategies to minimise the performance gap 2022 – Improvement in P8. Subjects of particular success – English
Increase attainment 8 figure to NA	Narrow the Attainment 8 gap in school from last validated data in 2019 to be more in line with National data 2022/23.	No national data comparison and unknown national picture until Aug 2022. Targeted interventions and tutoring specially focused at narrowing the gap for students, and 'catch up' from

		pandemic lost education. 2023 - Improvement to P8 and A8. P8 English – closed gap Maths – 3 year continuing Trend.
Increase literacy competency Improved reading comprehension	Improved reading scores from literacy online testing, taken at 3 points throughout Y7. Smaller disparity between reading scores of disadvantaged and non-disadvantaged students. % Increase of students achieving a 4+ in English Literature or Language at GCSE.	Students making progress in line with their peers in relation to reading progress across the year. Students being read to consistently every week increasing their access to words. Average reading age is not in line with the actual age of students in Y8 – previously massively disproportionate.
Increase numeracy competency	Improved AMT testing scores from entry at Year 7 to assessment points throughout Year 7. Regular standardised testing for all Year to effectively track student journey through school and pick up regression and lack of progress early. % of students achieving a 4+ in Maths at GCSE Increase in number of students studying a Maths course at A Level.	Data in July. Curriculum bespoke and focused at students gaps highlighted by the testing. No national data comparison and unknown national picture until Aug 2022. Internal focus to maintain work completed pre-

		pandemic – employing strategies to minimise the performance gap

2022 maths results demonstrate a narrowing of the gap.

Post 16 measures for resits are above national average. |
| Increase attendance –

Reduce persistent absentees
Move towards national average attendance expectation
Attendance policy – positive angle | Increase % attendance of disadvantaged students and narrow the gap between disadvantaged and non-disadvantaged students to below 5%.
Reduction in Persistence Absentee figures to be more in line with disadvantaged students nationally.
Work towards the NA target of 95% attendance, aiming to increase PP attendance by 0.5% by 2024. | Current attendance between disadvantaged and all students is narrowing towards 5%.

Plans are in place to re-engage persistent PA students. Students have been attending at an increased rate using re-engagement room.

2022 – Currently maintaining in line with previous academic year for PP attendance. |
| Decrease FTE
Reduce internal repeat seclusions | Maintain FTE's below current NA.

Reduce the number disadvantaged students with repeat internal seclusions.

Increase the engagement in meaningful work in seclusion to support students' reintegration into lessons, resulting in less removal though access to work. | Internal seclusions have reduced 12% since half term 2.

FTE remain consistent and look to remain consistent – climate and meeting expectations on return from covid. |

		2022 – **Internal Seclusions**
		12 less than HT1 2021
		35 less than HT2 in 2021
		Seclusions
		18 less internal than HT1 in 2021.
		15 less in HT2 this year than HT2 in 2021.
Raising aspirations	Support disadvantaged students to secure ambitious Post 18 pathways including University and Higher-Level apprenticeships. Increase number of disadvantaged students studying Level 3 subjects at Temple Moor Sixth Form. Maintain number of NEET students leaving both Y11 and Y13 being below NA this year's figure was Y11 1% Y13 1.5% (This is higher than usual, but case was exceptional). Maintain or increase the % of disadvantaged pupils taking EBacc subjects this year's figure was which is currently 43% which is above NA.	Students in both Y11 and Y13 are being supported onto their next steps and pathways using different support systems in school. Active tracking of students and additional support for students where needed. Trips to college and additional meetings with Y11 are ongoing. Students who are at alternative provision at met on a need's basis by careers team and work on the transition when needed. Helps support students on to the right next steps – NEET figures support this. **NEET figures 2022**

		1 student NEET – 2% of cohort
Increase cultural capital	Increasing access to trips and educational visits, through partially and fully funded pace schemes. Trips % to be in line with % of disadvantage in student body. Ensuring all disadvantaged students have the opportunity to access trips throughout their time at Temple Moor. Representation in all enrichment activities across the curriculum. Widening the curriculum offer for students from Y7, developing a holistic approach to enrichment that widens the whole curriculum offer. Curriculum planning and maps – built in opportunities to strengthen cultural learning.	Trips have started again post Covid and we have been able to support students in engaging in the wider curriculum offer. Attending theatre trips, and planning of sports trips to Wimbledon and Euros are currently in place. Enrichment activities are attended by all Y7, and the transition plan sets this to continue into the new Y7 in Sept 2022. Enrichment and support programme – for all widen range of activities. Trips and excursions.

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: £126,353

Activity	Evidence that supports this approach	Challenge number(s) addressed	RAG
Disadvantaged students are provided high quality first teaching. • Leadership of the provision of disadvantaged students maintains a clear focus across all areas of school. • 'QA first' prioritising disadvantaged both within the classroom and in out of classroom and enrichment activities. • Curriculum regeneration – following COVID students have gaps in knowledge and skills in comparison with previous years. Curriculum regeneration will allow all to access the curriculum. • Continuation of remote learning	The best available evidence indicates that high quality teaching is the most important tool a school can use to improve student attainment. It is important for all staff to fully understand and explicitly teach: Cognitive strategies and memorisation techniques. Metacognitive strategies that we use to monitor and control our cognition. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1, 2, 3, 4, 5,6, 7	Recover planning worked t that CPD towards establish standard the class ensuring have the and conf Cohorts high prof school a prioritise activities Interleav building knowled time so s understa to build t knowled skills. **2022** **95% of s** **judged a** **effective** **highly e** Covid regene is ongo we cor evalua

and live lessons in periods of isolation to support students isolating and periods of absence as COVID continues. Replicate for Strikes and Snow days to minimise missed learning.

- Teachers use evidence-based strategies from the EEF Pupil Premium Toolkit (Collaborative Learning Approaches, Feedback, Homework, Metacognition and self-regulation).

- Interleaving and formative assessment are embedded consistently across all curriculum areas – supporting improved rates of knowledge retention.

- CPD to focus on faculty specific needs and be coordinated by the Teaching and Learning Lead.

- Development of Learning Qualities across the curriculum to empower students to understand and

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apply a metacognitive way of working across their entire learning experience.			
Improvement in the attainment and progress of disadvantaged students in Maths • Consistent staffing and strong curriculum leader in place with clear vision for Maths. • Assessment practice refined – Assessment will provide staff with information about what students can and cannot do. • Curriculum sequencing across all years allowing students to build a network of mathematical knowledge. • A focus on teaching strategies to solve problems. • High quality CPD for all Maths staff and KS2-3 CPD with Primary Maths interventionalists. Using manipulative and	Focus on the improvement of literacy skills across the transition from KS2 to 3 to give students a strong foundation the rest of their academic career. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1,2,4,5,7	Use of wide s which that th were standa tests ta Y6 to SATS. used sixinto to colle utlise Read t succee succes engag studen extra Homev readin mins. Tutorin started studen Y7? H many disadv studen access tutorin Numer throug allows studen apply into re circum and a

~~representations when appropriate.~~			~~the wh~~ ~~subjec~~
• ~~Employment of KS2 Teacher who will work with small groups of students to help support learning of fundamentals needed to progress~~			
• Outsourced tutoring companies to provide mentoring support for specific cohorts			
• Period 6 for specific cohorts in Year 11			
• ~~TLR funding for a 'Numeracy through STEM' Leader who will increase the use of numeracy across curriculum areas.~~			
• ~~Numerical Communications curriculum development with focus on overcoming numeracy gaps to benefit the progress in all subjects.~~			

Improvement in the attainment and progress of disadvantaged students in literacy • Read to succeed – launched with Y7, Y8 and Y9. This is a structured programme students will engage in for 2 30-minute sessions per week. • Reading in English – targeted reading sessions on a weekly basis. • Whole school literacy strategy – working with The Huntington School of Research to embed the use of explicitly teaching vocabulary in all curriculum areas. • ~~Employment of a primary specialist teacher to support students who are working below expected age.~~ • Staff model writing with explicit instruction on how to improve. • Use opportunities to blend reading and writing	Developing a strong disciplinary literacy across the curriculum, emphasising the need for explicit teaching for vocabulary at a subject level. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 PiXL uses the collaboration of schools to share best practice of around 1600 schools. Allowing us to benefit from some of the most up to date and effective research in English and Maths, Ebacc subjects – as PiXL are branching out into the 'open' bucket subjects too. https://auth.pixl.org.uk/members/1#!/subjects	1,2,4,5,6,7	Studen are all engag the rea succee progra In Y8 t are 17.5% studen optiona attend to suc Huntin school resear workin activel provid with C roll out metho explici teachi vocabu this is phase curricu areas. PIXL strateg used effectiv particu within with th walkin mock a Bronte Lectur **2022** **Increa of PiX strateg the ru exams best p**

across the curriculum. • PiXL strategies – walking talking mocks, Bronte lectures to increase engagement.			**and su for stu – base previc model workir pande**
Investment in research based CPD for teaching staff. Teaching staff and TA's are supported through specific CPD in the area of SEND and disadvantaged. • Investment in Leadership for SEND. • Courses for SENDCO, SLT Link for SEND and Learning Team SEND representative. • Maintaining a positive and supportive environment for all students, that builds positive relationships to support access to the best possible teaching. • NASEN membership for SENCO • Teaching Assistants to complete nationally accredited qualifications into Specific Learning Difficulties	A strong SEND culture ensures an equity of opportunity. Ensuring that all disadvantaged students have access to a high-quality teaching and the support needed to meet their needs. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1,2,3,4,5, 6,7	CPD h deliver staff us EEF m of prov suppor Workir studen develo indepe so they work effectiv within Improv awarer conditi diagnc studer Teach activel range strateg suppo learne make progre Course been attend memb SEND are ac seekin trainin keepin abreas latest resear within area.

• Engagement across the Red Kite Learning Trust CLG networks • Introduce provision map to support students and staff in ensuring needs are met. • Promoting a holistic understanding of students and their needs. • Strong ASSESS, PLAN, DO and REVIEW for interventions and reasonable adjustments. • Increase SEND staffing capacity. • Using small groups and one to one intervention to support high quality teaching. • Teaching assistants deployed inside and outside lessons to support, scaffold and model aspects of learning to meet needs of students. Ensuring students are closing gaps and working in line with peers.			All staf training suppor referra STARS TA's to activel engag CPD. Learni Team work w to conf their develo and ac differe in whic suppor studen inside outside curricu Provis is implen within SEND and is first sta being Within interve upload the ne is to co the rev dates setting targets evalua system using.
Cultural Capital opportunities and experiences to be	There is evidence which suggest cultural capital is linked to economic and social capital, and that building on all areas through the wider curriculum and the opportunities	1, 3,4,6,7	Enrich curricu well

explicitly identified and embedded across the curriculum • Enrichment curriculum for Y7 and Y8 extended with a wider range of after school clubs available to engage in. • Extended school day for Y7 and 8 so students are participating in 2 reading clubs and 2 enrichment clubs per week. Clubs include STEM, Italian, Mandarin, Sports (range), Eco. • Middle leaders have to opportunity to design strategies that will positively impact upon disadvantaged students and apply for funding to support disadvantaged students in accessing activities. Allows students to access activities and areas of the world students may not have had to opportunity to access previously. • Funding can be requested via a concise	that can present opens the doors for disadvantaged students and supports raising their asportations for the future and success within school. https://www.tes.com/news/what-does-ofsted-mean-cultural-capital		establi and st are ac attend Trips a being establi after th pande have a opport throug time a curricu time to on cult capital provide knowle and experi that pr social Extend school all – pi succes 70% o studen rating experi a 7/10 above.

proposal, e.g. DNA theatre production, music lessons (see other areas of spend for more detail).			
~~0.6 appointment of a teacher in English and Maths who can support students deemed to be not secondary ready. Focus would be on reading, phonics, comprehension and numeracy core skills. This will be integrated into English, Lit Coms and Numeracy lessons. There will be some withdrawal work on a Tier 1 level.~~	~~The evidence suggests that targeted intervention alongside high quality teaching supports students to make rapid progress. Evidence also suggests small group tuition is most likely to be effective if it is targeted at the pupil's specific needs. The learning in these groups is tailored for the needs of the students and is integrated into the curriculum areas.~~ ~~https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support~~	~~1,2.5,6,7~~	

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

Budgeted cost: £66,160

Activity	Evidence that supports this approach	Challenge number(s) addressed	RAG
Universal Spelling and Reading age tests to be completed by Y7/Y8 to gather current data for Y7 and review Y8 data.	Developing a strong disciplinary literacy across the curriculum, emphasising the need for explicit teaching for vocabulary at a subject level. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1,2	Initial tests have been conducted and information used to feed into the curriculum. Retesting highlights that students are making progress in line with their peers in relation to reading and spelling.

Maths AMT testing for students in Y7 in order to provide a baseline and an end of year test to monitor impact.	Focus on the improvement of literacy skills across the transition from KS2 to 3 to give students a strong foundation the rest of their academic career. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1,2	Retest July to develop the Y8 curriculum. Constant review of curriculum following assessments and use of nothing new tests to adapt lessons and consolidate learning where there has been misconceptions.
Fresh start programme to run for students in Y7 who have a reading age much lower than expected 5-8 years which is 3-6 years behind actual age. Curriculum development using Fresh start methods while covering the curriculum to not disadvantaged or narrow learning but make it more	Providing significant challenge with specialist input and whole school leadership. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 A phonics programme has low cost and strong evidence of impact with +5 months benefit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,4,5,6,7	Programme is currently running with a small cohort in Y7 with below expected reading age. Also utilising phonics specialist to train other English staff in phonics to develop curriculum and transition bridge for learning language and reading skills. Data shows students making progress in reading scores, across their 1 words reading, comprehension and fluency. Scores range

accessible. The use of phonics will be utilised to enhance the progress of students.			from >1 - >8 months, the data shows that no students regressed in their competency to read.
~~Academic mentor in English to work with small groups of students across the whole cohort.~~	The pandemic has shown a difference in the level of competency with literacy so we will use evidence on literacy to build with a number of year groups. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1, 2,5,6,7	
Language assistants providing extra hours to support spoken language intervention hours on Spanish and French.	Communication and Language approaches have been proven to have low cost and high impact. Applying this theory to language – especially in the absence of small group and 121 support during the pandemic will support students with their fluency of language. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1,5,6,7,	Language assistant working with established groups to support them in developing spoken language. Entry to EBACC subjects for GCSE remains above NA
Year 11 Period 6 provision. This will be offered in all subjects (where there is a need identified) students will be	Extending the school day is evidenced to improve progress by 3 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1, 2,5,6,7	Period 6 TT is established, currently developing the system as part of curriculum regeneration, developing the most effective scheme per faculty.

invited to a subject area.			Students in Y11 and Y!3 actively attending sessions and impact will be measured in PPE results in November.
Provision of Y11 revision classes during Easter and May half term holidays.	The learning time would be spent in Maths, English and Ebacc subjects and additional support would be targeted at students for specific learning needs and gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools	1,2,5,6,7	TT is finalised and students from Y11 and Y13 have been prioritised for sessions to support their academic achievement and continuation of study habits.
School Led Tuition – Working with Tutor Trust in Maths and English initially. Science to begin later in the year. for 15 sessions across the year in a ratio of 1 : 3. Tutors will support students with areas within these core subjects they have notable	Based on the evidence from EEF it is clear that small group tuition has a positive impact on student progress and engagement in their learning. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#:~:text=Evidence%20shows%20that%20small%20group,learners'%20needs%20explains%20this%20impact.	1,2,6	

~~gaps in; liaise with subject leaders to support their progress within these subjects.~~			
~~Working to withdraw from form time, after school or PE lessons (1 a fortnight) to support the tuition.~~			
~~KS4 – National Tutors tuition in small groups. Aimed at just those who are Disadvantaged and/or SEN, 75% funding will be provided retrospectively for use of approved external tuition providers.~~			
~~Use of Tutors to run before and after~~			

~~school intervention sessions for those PP/SEND who are disengaged from disrupted learning and assessment shows that they are behind.~~ ~~The would run for one hour per group for English and Maths, initially 22 students from Y11 and 20 from Y10.~~			
Ensure students at Elect have a broad and balanced curriculum offer. Provide high quality teaching within a small group setting. Provide behaviour support workers to	Evidence suggests that all students should be provided with a wide curriculum, allowing them an equity of opportunity and ensuring they are not limited. Ensuring that staff are fully knowledgeable regarding the context of students is key for informing their practice and work to provide every student with a supportive relationship with a member of school staff. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033448/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf	1,2,3,4,5,6,7	Curriculum is now enhanced with additional subjects. Subjects also look to increase cultural capital such as citizenship which involves completing a fundraising event for a charity of the student's choice. Also, a DJ course – which gives students access

build relationships and work to provide a calm, positive and supportive environment.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send		to people working within the industry and exposure to external agencies and people.
Academic mentors - Academic mentors within subject areas	Based on the evidence from EEF it is clear that small group tuition has a positive impact on student progress and engagement in their learning. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#:~:text=Evidence%20shows%20that%20small%20group,learners'%20needs%20explains%20this%20impact.	1,2,3,4,5,7	

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

Budgeted cost: £79,827

Activity	Evidence that supports this approach	Challenge number(s) addressed	RAG
Implementation of a new attendance improvement strategy to reduce absence rates, specifically persistent absence amongst disadvantaged children. SLT Attendance strategic	Attendance is a significant non-academic barrier identified by the EEF. A strong leadership of attendance that conveys clear messages is important for developing a supportive attendance strategy to support all students to attend. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	3	Developed a phased return for students how are persistent absentees. PP students accessing currently - Attendance lead in post and

lead and new attendance policy to be developed and published.

Ensuring strong COVID practices to monitor absence and identify any patterns where students are frequently missing due to isolation or PCR testing.

Attendance Manager - will work with families, students and external agencies to reduce barriers to attending school and impleme | | | policy developed – continuing work with local authority to support attendance and increase attendance within school.

Increase work with cluster to improve attendance.

Evaluating practice post covid and identifying patterns in attendance, then inputting strategies to target these. Mental Health and anxiety are a |

nt strategies to support attendance in school. Attendance administrator to provide key cohorts, analysis of absence patterns. Discuss attendance issues with parents, complete safeguarding calls to monitor attendance. Buying into the cluster – AOI support – Gemma Seargent legal case work		4	growing issue – nationally and within school. **2022: Cluster referrals** **Training for all attendance staff on fast track** **Local authority audit – exemplary practice.** **Trauma informed practice training for all pastoral staff.**
ELECT = Behaviour	Ensuring that staff are aware of the students who have student context and needs, will allow us to best support students throughout their whole curriculum. Behaviour support workers will engage with students inside and outside the	4	Main school – do not

reintegration support workers - Will work within students to reengage them with learning. Support students inside and outside lessons to build independence and self-regulation.	classroom to help teach them learning behaviours and self-regulation. Some individuals where behaviour might be considered more challenging are likely to require a bespoke support based upon building relationships as suggested by the EEF. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour		have behaviour support workers in place now. JGO – has worked with key students to engage them in their curriculum – built strong relationships throguh transition. Will be utilised under new appointments for KS4. **2022: When in post worked effecievly in support students learning in the classroom – use of key**

| | | | | workers has demonstrated an increase in attendance for some most vulnerable students.

2023:

Elect behaviour support workers in place to support bheaviour and attendance. Attendance for a number of students is increasing, while behaviour incidents are decreasing – more student |

Aspiration initiatives increase academic progression rates at Post 16 and Post 18 disadvantaged students. Brilliant Club Red Kite Links to access programmes such as Oxbridge interview sessions at Harrogate Grammer. Higher Education visits to Universities and Higher/D	Helping students build an idea and raise their aspirations on what they can achieve for themselves. The schemes themselves are diverse –exposing children to a range of opportunities so students can develop their self-esteem, motivation and self-efficacy. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	1, 2, 3, 4, 5,6,7	Red kit links have been utilised P16, with students who are disadvantaged attending conferences at Harrogate Grammer School. Trips to higher educational institutions has remained difficult as they have kept online tutoring for longer than schools, and limited

egree Level apprenticeship providers. Careers through the curriculum			offering visits. Should open up early in the Spring.

Careers – continues to be developed and used in curriculum areas to inspire and engage students in a range of career paths from different subjects.

2023: Areas for development – wider schemes to engage students with learning and higher education. |
| Revised reward system which rewards | Student's voice has guided the reward system so we could listen to the students' opinions and offer the system that would most motivate them. There is some evidence to say that rewards do offer some form of motivation for students, this was particularly found in low prior attainers. | 1, 3, 4 | 71% of students who are accessi |

students regularly. Focus on keeping momentum and opportunity to win to be available to all to encourage disadvantaged students to be able to win and want to engage with the system.	https://educationendowmentfoundation.org.uk/news/eef-blog-incentives-and-education-what-can-we-learn-from-trials-in-schools https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation		ng tutoring are in receipt of PP.
Behaviour and mental health interventions on a specific needs' basis. When required students are provided with a bespoke curriculum. Fixed Term Exclusion and NEET	We have a consistent and coherent whole school approach to behaviour which supports staff and students with behaviour management. The pandemic has presented new challenged for behaviour, these are dealt with, with a clear routine. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1, 3, 3,4,6, 7	Behaviour data is showing a downward trend throughout the year for students in receipt of PP. Internal seclusion data is improving.

are lower than National Average 2019 comparisons. Students and staff build relationships to best support disadvantaged students. Behaviour support worker working with students with EHCP's and behaviour concerns. To support the teaching of learning behaviours alongside managing misbehaviour. Mentoring support provided			

on a referral basis through pastoral officers. ELECT staffing cost contribution Bespoke careers and transition support to post 16 and post 18 pathways.			
Provision of trained mental health workers. One full time. ELSA provision – 2 full time workers.	Having the right level of support and positively impact students, their mental health and wellbeing, and academic performance. After the pandemic, the pressure on external services has increased, and support is required for students in school to support their long term wellbeing. https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	3,6	Established well in school – revised policies for referral and drop ins to make most effective use of time. 2022 – of 20 students 12PP 9 SEND
Trained Autism	We have seen an increase of students who have a diagnosis of autism and therefore ensure the correct provision is in place	1, 3, 4	Students

Practitioner working with increase in students' numbers of those diagnosed with Autism.	to support the high-quality teaching for students with SEND with small groups or 121 tuitions. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf		access support through a bespoke system dependent on need and utilise the progression framework 2022: students accessing support 17PP 28 SEND Support 4 EHCP
Increase student leadership opportunities through student ambassadors. Sixth Form leaders working with students throughout school and into	Our students ambassadors are based upon the key theory that student councils have been, providing students with the opportunity to provide their views and opinions of the school and help to improve school life. https://www.education-ni.gov.uk/articles/school-councils-and-pupil-participation#:~:text=A%20school%20council%20can%20provide,many%20aspects%20of%20school%20life.	1, 4	Students are proactive and the sceheme is being developed over time so students can demonstrate their impact within the

primaries. Increase in enrichment opportunities.			school body.
Promote attendance and positive behaviour of disadvantaged students and encouragement to claim the breakfast uplift. Breakfast served from 8.00am Period 6 intervention	Using the EEF guidance on selecting interventions we will utilising elements of the TARGET approach, and ensuring that interventions are targetted planned and reviewed for impact. https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf The EEF suggest that the simple routines can be used to support behaviour and positive choices. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1, 3	Attendance for additional sessions in line with peers.
PiXL Staff utilising membership and attending a range of conferences to gain latest research and	PiXL have adapted their response and advise to ensure it is the latest and most accurate as a result of the pandemic. There are a number of strategies that can be utilised within school to support the whole child, and enable them to access their curriculum and support them in aspects of their wider life. https://auth.pixl.org.uk/members/1#!/strategies	1,2,3,4,5,6,7	PiXL strategies used both inside and outside the classroom to best support progress for all.

strategies. Invest in research in both academic and pastoral areas to create a holistic curriculum for students.			
Disadvantaged students are prepared effectively for knowledge retention and understand how to revise

School wide use of e-learning software (GCSE Pod, Class charts, Teams and Tassomai)

Laptop provision (internal | The EEF suggest that alongside high-quality teaching and the explicit teaching of metacognitive strategies students should be supported to organise and effectively manage learning independently. These tools can be used to help target students and ensure learning is at the appropriate level of challenge and provide a structure to independent practice.

https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition | 1 | Supporting success evening – students targeted for attendance.

Equipment to support revision provided.

Students provided with revision guides for all subjects. |

and external) All disadvantaged students in Yr11 provided with free revision guides and flash cards across all subjects Year 11 Supporting Success Evening vouchers and revision resources Revision guides provided for all subjects.			
Transition programme. Building on positive relationships with primaries and creating working groups	Working with feeder primary schools to create curriculum continuity can support students and help to avoid a regression in literacy and numeracy skills which can be caused by change in systems, routine and curriculum. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	1,2,3,4,5,6,7	

and opportunities at the earliest point in the year to support the smooth transition of students.			
CLG leaders in subjects to work alongside primary leads to support the continuum of the curriculum.			
Event running through the school year to enhance learning opportunities.			
1 week transition which would include opportunities for building social			

cohesion .			
Disadva ntaged Capitatio n Funded peripateti c instrumen tal lessons for disadvant aged children who play an instrumen t Uniform and equipmen t hardship fund Subsidy allowanc e for all Free School Meal students. Additional payment of 45p per day to enable free breakfast College taster visits for students supportin g those on a vocationa l pathway	Evidence within the local area of Leeds demonstrates that children who do not eat breakfast often achieve less well than their peers who do eat breakfast. https://www.leeds.ac.uk/news-health/news/article/4500/skipping-breakfast-linked-to-lower-gcse-grades Including aspects into the curriculum that support students having experiences that developing their abilities, as well as ensuring that students have the ability to access enrichment activities. https://schoolleaders.thekeysupport.com/school-evaluation-and-improvement/inspection/whole-school-inspection-criteria/how-to-avoid-narrow-definitions-of-cultural-capital/	7	

Subsidised educational and sporting visits and cultural experiences.			
Employment of Pastoral Advocate – focus on developing a linear multi touchpoint scheme where students experience interactions across their curriculum spanning the life course of their time at TM.	this develops the idea that systemic and continual research is the best kind of research and indicative of making susatined progress and change. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2769032/ Students who are disadvantaged would follow a bespoke programme which would involve a range of interactions to raise aspirations and engage students in both their education and wider life through their academic career.	1, 7, 8	
Aspire Careers Interviews – Year 9-11 receive career-based interviews from people in industry to help prepare students	Research from Gatsby Benchmarks suggests that career guidance is important to social mobility. If young people and their families know more about the rich range of careers open to people with the right qualifications, they will have a clearer idea of the routes to better jobs. They also state as part of the benchmarks every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf	7	**Updates on progress: To be booked in the final term for students, ready to support Year 10 when they return in**

for life beyond TMHS.			**September and begin looking at their Post 16 applications.** **Further Updates: Looking to use this funding to take Year 10 on a trip to a further/higher education provider to raise aspiration in HT6.**

Total budgeted cost: £ 272,340