

## Sexey's School Pupil Premium Strategy Statement 2023 / 2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 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

Detail	Data
School name	Sexey's School
Number of pupils in school	560 (KS3/KS4) 141 (KS5)
Proportion (%) of pupil premium eligible pupils	13% (73 of 560)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022-2023, <b>2023-2024</b> , 2024-2025
Date this statement was published	12 <sup>th</sup> December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Helen Cullen Headteacher
Pupil premium lead	Charmaine O'Dell PP Champion  Ross Dalzell Deputy Headteacher and Pupil Premium Lead
Governor / Trustee lead	Matt Pierson (Pupil Premium LGC) Jenny Ashworth (Trust Inclusion Lead)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 93 550
Recovery premium funding allocation this academic year	£ 16 283
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	£ 109 833

## Part A: Pupil premium strategy plan: Statement of intent

At Sexey's school we have the determination to be exceptional in all that we do, and we place students at the heart of everything. We strive for all students, irrespective of their background or the challenges they face, to make good progress and achieve high attainment across the curriculum, particularly in EBACC subjects. We are outward facing and use the latest evidence based research (EEF), seek good practice from schools where they have closed their gap, as well as seek and use advice, support and guidance from Mark Rowland (Disadvantaged students expert) to inform our strategy and practice.

We target the use of Pupil Premium Grant funding to ensure that our pupils who are entitled to Pupil Premium support receive the highest quality of education and support to enable them to become resilient, socially responsible citizens of the future. We recognise that the pupils who are entitled to Pupil Premium support can face a wide range of barriers which may impact on their learning. At the heart of this is the school's unrelenting commitment to enable students to ensure that they have the same opportunities as other students, feel cared for and have the mental well-being to sustain their learning to achieve. To ensure high quality teaching for all students, supported by high quality subject specialist tutoring and further supported through providing breadth of experience and opportunity so no student is disadvantaged by quality

### Objectives

- To ensure High-Quality teaching for all students with a focus on pupils who are entitled to Pupil Premium support.
- To reduce the attainment gap between pupils who are entitled to Pupil Premium support and those who are not.
- For all pupils who are entitled to Pupil Premium support to aspire to achieve their target grades which are based on the Cognitive Ability Tests
- To ensure that teaching and learning opportunities meet the needs of all the students.
- To enable all pupils who are entitled to Pupil Premium support to experience academic success
- To support students to develop their social and emotional wellbeing and to further develop resilience
- Pupil premium funding will be aligned to students' personalised and individual requirements following tailored needs analysis.

### Achieving the objectives

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition.
- Target funding to ensure that all pupils have access to counselling, trips, clubs and first-hand learning experiences

- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate pastoral support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Social, emotional and mental health</b></p> <p>Through observations, online wellbeing app and student and family discussions, we have identified that social, emotional, and mental health for many students are of concern. This is due to several factors both in school and out of school which include catching up lost learning and friendship groups. These have affected all students, but some of the families who have pupils who are entitled to Pupil Premium support have been particularly affected.</p> <p>As of end of September 2023, 21% of pupils who are entitled to Pupil Premium support require additional support with social and emotional needs and 16% of Service Children require additional support with social and emotional needs.</p>
2	<p><b>Progress and Attainment at KS3 and KS4.</b></p> <p>Externally validated data and internal assessment data shows that pupils who are entitled to Pupil Premium support achieve less well than their peers at the end of KS3 and KS4 especially with the core subjects of English, mathematics and science</p>
3	<p><b>Aspiration and motivation.</b></p> <p>Observations and student voice discussions indicate that many of our pupils who are entitled to Pupil Premium support are sometimes not aware of the possibilities and opportunities available to them beyond further education either at Sexey's or in a different educational setting.</p>
4	<p><b>Attendance, punctuality and behaviour</b></p>

	<p>Attendance data for pupils who are entitled to Pupil Premium support is lower on average compared to those who are not. This will have a negative impact on progress. Observation and staff feedback indicates that the behaviour of a few of our disadvantaged students is negatively impacting their academic progress.</p> <p>At the academic year of 22/23 there was a 4.4% attendance gap between pupils who are entitled to Pupil Premium support and those who are not.</p>
5	<p><b>Parental engagement</b></p> <p>Our observations and discussions suggest that parents of some pupils who are entitled to Pupil Premium support are less engaged with school so it is important to ensure that support is available.</p>
6	<p><b>Access to wider opportunities and experiences</b></p> <p>To ensure that all pupils who are entitled to Pupil Premium support have the same opportunities as those who do not. We will continue to support and resources for extracurricular activities that students may wish to partake in such as the Duke of Edinburgh Award, sports clubs and music lessons to reduce this as a barrier to their progress and development.</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. (Linked to SDP)

Intended outcome	Success criteria
1. Pupils who are entitled to Pupil Premium support have strong attendance.	<ul style="list-style-type: none"> <li>a) There is an improving trend in the reduction in the attendance figure for pupils who are entitled to Pupil Premium support and those who do not.</li> <li>b) Attendance of all disadvantaged is above 96%</li> <li>c) Improved attendance leading to improved attainment</li> </ul> (SDP link – Outcomes QE1)
2. Consistently high quality first teaching	<ul style="list-style-type: none"> <li>a) All lessons are at least “good”</li> <li>b) Students experience a consistently high quality learning experience every lesson, every day.</li> </ul>

	<p>c) Consistently high expectations in quality and quantity of work students produce in all lessons</p> <p>d) Teaching is adaptive to the student's needs, inclusive and ensuring positive progress is made.</p> <p>e) Student's literacy improves using the NGRT to evaluate success.</p> <p>(SDP link – Quality of Education QE1)</p>
3. Attainment 8	<p>a) Attainment 8 gap reduced compared to 2023 results and shows a continual improvement over time.</p> <p>(SDP Link – Quality of Education QE2, QE3, Outcomes O1)</p>
4. Progress 8	<p>a) Progress 8 gap reduced compared to 2023 results and shows a continual improvement over time.</p> <p>(SDP Link – Quality of Education QE2, QE3, Outcomes O1)</p>
5. High quality experiences and opportunities	<p>a) Positive trend in number of students who are considered as disadvantaged engaging in extracurricular offer in school and local community.</p> <p>b) Students who are considered as disadvantaged play key roles as student leaders (Peer mentors, Year council, Sexey's Parliament, Prefects)</p> <p>c) Pupils who are entitled to Pupil Premium support do not become NEET</p> <p>d) Pupils who are entitled to Pupil Premium support Premium have progression rates to post 16 and Further Education show a positive trend</p> <p>(SDP Link – Personal Development &amp; Behaviour PD1)</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: £ 55450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Maths teacher</b> Employ and deploy additional teacher in Maths. Generated capacity would allow provision of parallel, smaller-group teaching and small group/1:1 intervention sessions, focussing on pupils who are entitled to Pupil Premium support To support pupils who are entitled to Pupil Premium support achieve standard grade at GCSE or higher. (SDP – O1) <b>£30725</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>2,3</p>
<p><b>Teaching and Learning focus</b> To embed the use of evidence-based teaching methods.  To ensure the use of adaptive and inclusivity teaching, ensuring positive progress for all, particularly SEND and</p>	<p><a href="https://www.sec-ed.co.uk/content/best-practice/adaptive-teaching-explained-what-why-and-how#:~:text=Seeking%20to%20understand%20pupils">https://www.sec-ed.co.uk/content/best-practice/adaptive-teaching-explained-what-why-and-how#:~:text=Seeking%20to%20understand%20pupils</a>  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you">https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you</a></p>	<p>2,3,4</p>

<p>pupils who are entitled to Pupil Premium support (SDP-QE1) To support teachers with personalised CPD and coaching (SDP-QE2)</p> <p><b>£6000</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	
<p><b>Literacy support.</b> Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>A teacher will support the implementation of the whole school literacy initiative including the gathering of good practice, running CPD and modelling</p> <p><b>£2000</b></p>	<p><a href="#">Improving Literacy in Secondary Schools</a></p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p>	<p>2,3</p>
<p><b>Higher Level Teaching Assistant (HLTA)</b> To ensure the curriculum is both aspirational and appropriate for the needs of all students especially those who may need additional support in developing English and Maths knowledge and skills and confidence.</p> <p><b>£10725</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1,2,3,4</p>



<p><b>Singing</b> To employ a singing teacher to enhance the KS3 curriculum</p> <p>To support students mental well-being <b>£2000</b></p>	<p><a href="https://academic.oup.com/eurpub/article/28/6/1035/5048001">https://academic.oup.com/eurpub/article/28/6/1035/5048001</a></p>	<p>1</p>
<p><b>CATs and NGRT</b> To use the standardised diagnostic assessments of Cognitive Ability Tests (CATs) and New Group Reading Tests (NGRT) to identify barriers to learning and ensure teachers use these assessments to plan support for students in classrooms and interventions.</p> <p><b>£4000</b></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>2</p>

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

Budgeted cost: £ 21360

Activity	Rationale	Evidence that supports this approach	Challenge number(s) addressed
<p><b>PP Champion</b> To have oversight of all pupils who are entitled to Pupil Premium support and interventions being implemented. To liaise between parents and school (subjects and pastoral) and identify need/support required. <b>£11760</b> (COD)</p>	<ul style="list-style-type: none"> <li>• Develop and share knowledge of effective strategies to support disadvantaged students</li> <li>• Personalisation of intervention and support for maximum engagement and impact</li> <li>• Building strong relationships to support success</li> </ul>	<p><a href="#">guidance-for-teachers/using-pupil-premium</a></p>	<p>1,2,3,4,5,6</p>
<p><b>Curriculum support</b> Providing support for students to ensure students have the same opportunity or experiences open to them. <b>£5000</b></p>	<ul style="list-style-type: none"> <li>• To ensure that pupils who are entitled to Pupil Premium support have the same access to the resources, choices and opportunities as those who do not.</li> </ul>	<p><a href="#">supporting the most academically able disadvantaged pupils.pdf</a></p>	<p>1,2,3,</p>
<p><b>Tutor Reading Programme</b></p>	<ul style="list-style-type: none"> <li>• To support the schools Tutor Reading Programme with</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>2,3,6</p>

<p>Provide support for the dedicated reading programme</p> <p><b>£3000</b></p>	<p>support to purchase new novels to enhance the experience for students</p> <ul style="list-style-type: none"> <li>• To enhance students literacy and oracy</li> <li>• To broaden students experience of reading.</li> </ul>		
<p><b>Targeted Tutoring</b></p> <p>Provide 1:1 tutoring for students when it is requested</p> <p><b>£1600</b></p>	<ul style="list-style-type: none"> <li>• To be able to target key pupils who are entitled to Pupil Premium support with identified subjects for 1:1 online tutoring</li> <li>• Supporting parents/guardians with cost of tutoring</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>2,5</p>

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

Budgeted cost: £ 33023

Activity	Rationale	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Counselling</b> Fund for an external counsellor to increase capacity to ensure students with identified needs are supported quickly. <b>£8940</b></p>	<ul style="list-style-type: none"> <li>• Impact of COVID and Lockdown on students' emotional health and in particular those who are considered as pupils who are entitled to Pupil Premium support.</li> <li>• To continue to support the recovery of students and aid the transition to access the curriculum and succeed.</li> <li>• Accessing Free Emotional Health support externally is becoming significantly challenging for families.</li> <li>• There is evidence to suggest that CBT can have a high impact on risk</li> </ul>	<p><a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p> <p>Autumn Term 2022 – School Counsellor case load includes 5 pupils who are entitled to Pupil Premium support and 2 Service Children. There are currently 2 pupils who are entitled to Pupil Premium support and 1 Service Child on the waiting list.</p>	<p>1,4</p>

	behaviours and behavioural difficulties		
<p><b>Careers support for disadvantaged.</b> To fund for external career support ensuring that all disadvantaged have access to it with moving to adulthood. <b>£2500 (WW)</b></p>	<ul style="list-style-type: none"> <li>• High aspirations to ensure no student gets left behind or becomes NEET.</li> <li>• Support to challenge students to consider high quality Post 16 provision and Further Education</li> <li>• Additional appointments for those students who are considered disadvantaged and may need extra help with future planning</li> </ul>	<p><a href="#">Careers statutory guidance.pdf</a></p>	1,3,4,6
<p><b>Social and Emotional well-being support for students and parents (Tuning into Teens)</b>  Through the use of external agencies TO provide high quality personalised Parent and Family support  <b>£5160 (CW)</b></p>	<ul style="list-style-type: none"> <li>• Supporting attendance team and Pupil Premium Coordinator to ensure all stake holders are engaging with improving attendance</li> <li>• Supporting personal development and support for students, building self-belief, aspiration and provide encouragement.</li> <li>• To ensure families who need help and support in order to engage with school and seek external help to address barriers to attendance and education</li> </ul>	<p><a href="#">supporting the most academically able disadvantaged pupils.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1,2,3,4,5

	are able to access it at the point of need		
<p><b>Pastoral support (Social and Emotional Well-being Attendance)</b></p> <p>To support funding for pastoral support team which will focus on the welfare of students who need additional 1:1 or small group interventions alongside the daily on call triage system to help ensure they are successful in school and in turn support attendance to ensure students attendance exceeds 95%.</p> <p><b>£9223</b></p>	<ul style="list-style-type: none"> <li>Supporting the pastoral team with students who need help with their well-being and ensure that they feel listened to.</li> <li>Supporting attendance team and Pupil Premium Coordinator to ensure all stake holders are engaging with improving attendance</li> <li>Supporting personal development and support for students, building self-belief, aspiration and provide encouragement.</li> </ul>	<p><a href="https://youthendowmentfund.org.uk/toolkit/cognitive-behavioural-therapy/">https://youthendowmentfund.org.uk/toolkit/cognitive-behavioural-therapy/</a></p> <p><a href="https://youthendowmentfund.org.uk/toolkit/social-skills-training/">https://youthendowmentfund.org.uk/toolkit/social-skills-training/</a></p> <p><a href="https://www.churchofengland.org/resources/mental-health-resources">https://www.churchofengland.org/resources/mental-health-resources</a></p> <p><a href="#">supporting the most academically able disadvantaged pupils.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a></p>	3,4
<p><b>Extra-Curricular support</b></p> <p>Providing support for students to ensure pupils who are entitled to Pupil Premium support students have</p>	<ul style="list-style-type: none"> <li>To ensure that pupils who are entitled to Pupil Premium support have the same access to the resources, choices and opportunities as non-disadvantaged students.</li> </ul>	<p><a href="#">supporting the most academically able disadvantaged pupils.pdf</a></p>	3,6

<p>the same opportunity or experience e.g. trips, music and singing lessons)</p> <p><b>£7000</b></p>			
<p><b>Uniform</b></p> <p>Ensuring that pupils who are entitled to Pupil Premium support are education ready and not affected by not having uniform due to affordability.</p> <p><b>£700</b></p>	<ul style="list-style-type: none"> <li>To ensure students attendance is not affected by not having uniform due to affordability</li> </ul>	<p><a href="#">school-uniform</a></p>	<p>1</p>

**Total budgeted cost: £ 109833**

## 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 2020 to 2021 academic year.

#### **Attainment and Progress**

There were nine year 11 pupils who are entitled to Pupil Premium support in the 2022-2023 cohort. Of these 7 had a Key Stage 2 points score.

Comparing the external examinations, the performance of disadvantaged pupils;

Attainment 8 for PP was 35.6 and non-PP 53.8

EBACC entry was 67% in 2023 with 11% achieving a standard pass.

From the PP cohort, 2 students achieved success in the Functional Skills examinations, with the detail below.

#### **1:1 Tutoring**

From September 2022 we had 15% of pupils who are entitled to Pupil Premium support involved with 1:1 Tutoring in EBACC subjects, focussing on Maths and English. The feedback from students and parents was positive, with all students saying that their education had been supported by the tutoring.

#### **Attendance**

For the academic year of 2022 / 2023 the attendance for pupils who are entitled to Pupil Premium support was below the whole school attendance. For 2022/23 we will continue to track the attendance of pupils who are entitled to Pupil Premium support with a weekly check



being taken. We will ensure that individual conversations are taking place to understand social and emotional and or curriculum barriers students may be experiencing.

2022/2023 Whole school attendance – 92%

2022/2023 Pupils who are entitled to Pupil Premium support attendance – 87.6%

2022/2023 Pupils who are not entitled to Pupil Premium support attendance – 92.6%

### **Recovery Intervention Assistant KS3 (MT)**

The person responsible identified students using SAT, CAT and NGRT tests. The focus was on improving students English and Mathematics. English sessions for each student occurred once a week for one hour. The lessons consisted of three different parts focusing on spelling and grammar, comprehension and learning different literary devices and how to use them. Assessments used the Wide Range Achievement Test (WRAT) and used the following;

- Word Reading: measures untimed letter identification and word recognition.
- Sentence Comprehension: measures the ability to identify the meaning of words and to comprehend the ideas and information in a sentence using an untimed modified cloze procedure.
- Spelling: measures an individual's ability to write letters and words from dictation without a time limit.
- Math Computation: measures an individual's ability to count, identify numbers, solve simple oral math problems, and calculate written math problems with a time limit.

Maths sessions for each student occurred once a week for one hour. The lessons were focused around more of a coaching approach and allowed the students to receive some input and assist each other in their learning. The subjects to study in Maths were selected due to the areas that were highlighted as the weakest in their baseline assessments.

English Intervention: 100% improved on their Word Reading, Spelling and Sentence Comprehension

Maths Intervention: 100% improved

### **Laptops for students**

Laptop for LAC student on behalf of virtual school

### **Literacy support**

An implementation plan was written which looked at a 2-year plan. This plan has four strands; Disciplinary literacy, literacy marking, Curriculum glossary, Engagement in Literacy. This was designed using the Education Endowment Foundation framework for literacy.

As part of the collective effort to improve disciplinary literacy across the school, Years 7 and 8 now have one afternoon tutor time dedicated to an aspect of literacy. This also forms part of our Literacy Implementation Plan. To support tutors in delivering each session (and to minimise workload), PowerPoint presentations were created for the first half term which are all in the same format for consistency. Each half term has a focus, for example Autumn term is spelling, then move onto punctuation and grammar. Each presentation consists of two slides. The first gives simple instructions, and the second contains the answers for pupils to self-check (answers are also at the back of the booklet, differentiation and teacher use). To support staff, definitions of key terms are in the notes section.

### **Teaching Priorities**

SEND training was given to all staff to inform and guide them through how to support students especially on their return to school.

### **HLTA Intervention Key Stage 4 Functional Skills**

Functional skills was run by the HLTA. Students have 5 dedicated lessons per fortnight for Functional Skills. Below are the results the students obtained. This supported all students to be able to progress onto their chosen next steps in education or training.

### **Year 11 2023**

**Level 1: (some elements brought forward from Y10)**

<b>Element</b>	<b>Number entered</b>	<b>Pass rate</b>
Speaking and Listening	7 (2 students *)	71%
Reading	7 (2 students *)	71%
Writing	7 (2 students *)	71%
Maths	7 (2 students *)	57%

**Key: \* : pupils who are entitled to Pupil Premium support**

43% of students entered have left with a L1 qualification in both English and Mathematics.

The students who did not pass level 1 maths where entered numerous times, with each time the papers being recalled to see the errors and misconceptions.

Support and intervention were put into place with students attending after school as well.

**Level 2:**

<b>Element</b>	<b>Number entered</b>	<b>Pass rate</b>
Speaking and Listening	5 out of 7 (2 * students)	100%
Reading	7 out of 7 (1 * student)	43%

Writing	3 out of 3 (1 * students)	100%
Maths	2 out of 7 (1 * student)	100%

Two students left with level 2 English and Mathematic

**Key: \* : pupils who are entitled to Pupil Premium support**

### Year 10 2023

#### Level 1:

Element	Number entered	Pass rate
Speaking and Listening		
Reading	5 (2 * students)	40% : 2 students (1 * student)
Writing		
Maths	5 (2 * students)	40% 2 students (1 * student)

**Key: \* : pupils who are entitled to Pupil Premium support**

### **Curriculum support, Extra-Curricular support and Uniform**

Pupils who are entitled to Pupil Premium support have access to a full range of resources, in school and at home, which removes the barrier to attendance and to fully access the curriculum. Uniform, PE kit, essential text and revision guides, ingredients for Food Technology, full range of stationery and art kits and laptops were provided.

Pupils who are entitled to Pupil Premium support had access too fully or highly subsidised Music, Singing, Acting and Speaking lessons to encourage participation and increase experiences.

Extra-curricular clubs and trips were fully or highly subsidised to remove the barrier of students not being able to attend and experience activities outside of school.

Duke of Edinburgh Award costs met for pupils who are entitled to Pupil Premium support to encourage participation.

### **Counselling and Pastoral Support Team**

All pupils who are entitled to Pupil Premium support have access to the Pastoral Team daily and extra support was increased for students who required it, whether that was being assigned a Key Worker, targeted 1-1 or group work support or counselling.

### **Careers support**

All pupils who are entitled to Pupil Premium support have at least one appointment each academic year with our careers advisor. This is organised by the PP Champion. All students in 2022-2023 cohort have progressed onto further education or apprenticeship. 20% of students have stayed at Sexeys for 6th Form to study A-levels and BTECs.

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
1:1 Tuition	MyTutor

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)