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

Detail	Data
School name	Holyhead
Number of pupils in school	Y7-13 1318
	Y7-11 1070
Proportion (%) of pupil premium eligible pupils	57% (Y7-11)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/22 - 2023/24
Date this statement was published	Nov 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Ross Trafford
	Principal
Pupil premium lead	Jenny Campbell
	Vice Principal
Governor / Trustee lead	Dominic Bradley
	Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£594,965
Recovery premium funding allocation this academic year	£90,480
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	£685,445

Part A: Pupil premium strategy plan

Statement of intent

Disadvantaged students do not lack the talent or ability to make significant contributions to our society, but they do sometimes lack opportunity. At Holyhead we understand that it is attainment, not progress that opens up opportunities for our students and so we recognise that our disadvantaged students will need to make more progress than non-disadvantaged students if they are to realise their potential. Our ultimate objective is to ensure that all disadvantaged students achieve high levels of attainment, enabling them progress to high-quality post-16 education and employment. In order to achieve this, we promote a culture of equity over equality across our school where we strive to ensure all students get what they need to achieve their best, including those who are already high attainers.

The key principles of our plan are to ensure that there is collective responsibility amongst staff to have high expectations of disadvantaged students based on positive relationships to provide the challenge and support for them to achieve high outcomes. We use diagnostic testing to identify areas that students require support in, both academically and pastorally, and act responsively on these to ensure all students regardless of disadvantage gain the support they need.

We focus primarily on Quality First Teaching and do this by supporting every teacher to continue getting better through a combination of evidence-informed CPD, faculty level collaboration on Walkthru clusters and instructional coaching by Teacher Educators to ensure staff are supported to make lasting changes to their practice. Our curriculum vision is inclusive and coherently sequenced in order to establish a strong foundation for all our students. Knowledge acquisition is central to our vision and we provide rich and varied contexts and opportunities for students to acquire disciplinary knowledge and then develop and apply this broad knowledge. Our curriculum also provides students with opportunities to develop reading, where disciplinary literacy is a key driver of curriculum development. Oracy is also an integral part of literacy; empowering students to articulate their knowledge, understanding and thinking. We place particular emphasis on the development of both tier 2 and 3 vocabulary in order for students to apply a substantive vocabulary to their learning in different subjects, to enable communication through using fluent and expert vocabulary. Targeted intervention at Key Stage 3 for those students identified through diagnostic testing as needing support with specific areas of reading is key before existing gaps in literacy contribute further to attainment deficit across all subjects.

Using the National Tutoring Programme to help deliver short and focussed academic interventions for those subjects not making good levels of progress helps to ensure gaps are closed and not left to widen, and we continue to provide higher levels of support in maths, science and MFL for this reason.

Wider strategies such as support for SEMH and persistent absenteeism are crucial for our students, particularly in the wake of the pandemic. We need all students to have excellent attendance and be receptive to learning if we are going to achieve our ambitious, but necessary target of closing the attainment gap.

At Holyhead we understand that the challenges for our disadvantaged students are varied and that a "one size fits all" plan would be ineffective. We also recognise that some of our non-disadvantaged students also require support as outlined in this plan and we are committed to ensuring that they also receive it.

We strive to ensure that all learners' needs are met following the key principles of:

➔ using a variety of assessment methodology along with strong relationships with our students to build a clear picture of their needs;
➔ focus first and foremost on supporting staff to become the best practitioners as both subject specialists and Form Tutors as they can;
➔ promoting equity over equality so that all disadvantaged students get what they need in order to achieve highly;
➔ ensuring at least proportional representation of disadvantaged students in all aspects of school life, e.g. membership of school council, attendance to educational visits;
➔ ensuring targeted and research informed interventions are put in place where gaps exist or emerge and that these are monitored closely for effectiveness.

Challenges

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

Challenge number	Detail of challenge
1	The maths and combined science attainment of disadvantaged students is generally lower than that of non disadvantaged students. Teacher diagnostic assessments suggest that many students struggle with problem solving tasks in maths and application of knowledge in unfamiliar contexts along with extended written responses within science. Over the last 3 years, there has been up to 4 ALPs grades difference between disadvantaged and non-disadvantaged students in GCSE Combined Science and up to 3 ALPs grades difference in GCSE Maths.

2	Whilst fewer disadvantaged students (21%) arrive below age-related expectations (SAS Score <85) compared to 27% of their peers, it is crucial that all students meet or exceed this minimum standard for reading ability. This is because without being able to read with fluency, and for comprehension students are dependent on a teacher (or another adult) to break down the learning for them and this can impact on them being able to access the curriculum fully.
3	Our observations suggest that many of our students (including those who are disadvantaged but not exclusively) have lower levels of oracy. For some students this means they struggle with the vocabulary of tier 2 and 3 words in lessons, they can struggle to confidently articulate their thoughts and feelings and this can lead to feelings of frustration and prevent them from participating fully in lessons if left unaddressed. For higher attaining students oracy can also be a barrier during interviews at universities, and as a result prevents access to Oxbridge and higher tariff courses such as Medicine despite meeting the entry requirements.
4	Our observations suggest that many students (but particularly our lower attaining students) have lower levels of self-regulation and metacognition. They can struggle when presented with more challenging tasks and often rely on teacher affirmation rather than being able to plan, monitor and evaluate their approach to a task. This can be seen across the curriculum, but is particularly evident in maths and science.
5	Our observations, discussions with students and assessments (such as PASS) indicate that students with SEMH difficulties experience a variety of social and emotional struggles that can have a big impact on their wellbeing. This can range from our students showing signs of being withdrawn and isolating themselves to presenting challenging behaviour such as being disruptive during lessons. PASS data suggests that disadvantaged students have lower levels of learner self regard (5.2 point difference), preparedness for learning (3.9 point difference) and response to curriculum (3.8 point difference). During the last year there has been an 8.2% increase of students on the SEN Register with SEMH needs who require additional support with social and emotional needs.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged students has been up to 2% lower than for non-disadvantaged students. Persistent absence among disadvantaged students has been between 2-6% greater than for non-disadvantaged students. Our assessments and observations indicate that absenteeism is negatively impacting students' progress.

Intended outcomes

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

Intended outcome	Success criteria
To improve attainment for disadvantaged students	By the end of our current plan in 2023/24 we aim for:

across the curriculum at the end of KS4, with a focus on EBacc subjects.	- the gap between disadvantaged and non disadvantaged students attainment to be 0.0; - disadvantaged students to achieve at least in line with the national average for maths and English at 4+, 5+ and 7+; - no subjects to have more than a 1 ALPS grade difference for disadvantaged and non-disadvantaged students; - disadvantaged students to achieve an average Attainment 8 score of 45; - disadvantaged students to achieve an EBacc average point score of 4.15; - disadvantaged students to achieve an average Progress 8 score of 0.6. In 2023/24 we continue to have at least 55% of disadvantaged students enter the English Baccalaureate (EBacc). In the last 3 years this figure was between 37% and 52%.
To improve reading ability for all students (including disadvantaged) across KS3.	NGRT reading data shows improved reading scores for all students (including disadvantaged students as a group). Lesson observations, teacher observations and work scrutinies should also demonstrate improved engagement with activities in lessons.
To achieve and sustain improved attendance for all students, including disadvantaged students with a particular focus on reducing persistent absenteeism.	Sustained high attendance from 2023/24 is demonstrated through: - the attendance of disadvantaged students meets the school target of 96%; - the gap in attendance between disadvantaged and non-disadvantaged students is less than 3%; - the percentage of all students who are persistently absent being around 12% in line with 2016/2017 to 2018/2019 data and for disadvantaged students it is no more than 3% greater than their peers; - staff being aware of difficulties students may face through lack of attendance and put plans in place to catch students up as quickly as possible.
To reduce fixed term exclusions of all disadvantaged students to be in line with non-disadvantaged students.	Reduced time lost to fixed term exclusions by 2023/24 will be demonstrated by: - less than 30 fixed term exclusions as a school, per term; 0 repeat offenders; - less than 60 days lost to fixed term exclusions as a school, per term; - PP student exclusion data for each term being equal to, or lower than that of non-disadvantaged students and lower than national across the year.
Improve all students', but particularly disadvantaged students' cultural capital and to ensure disadvantaged students are fully engaged and participating in the school's extracurricular offer.	Reduce gaps in cultural capital by 2023/24 will be demonstrated by: - reduced gaps in all students' (and disadvantaged students as a sub group) enrichment PLC responses; - activity leads being aware of the need to promote disadvantaged students' attendance and promote/invite/prioritise them;

	- monitoring of extracurricular activity attendance showing that disadvantaged students are at least proportionally represented for all opportunities; - prioritising places available on all trips for disadvantaged students to ensure fair access.
Improved metacognition and self-regulatory skills amongst disadvantaged students across all subjects.	Class observations, student and teacher voice indicate that disadvantaged students' are able to monitor and regulate their learning. More myPoints will be awarded for high quality class and homework with fewer given for incomplete or no homework.
Improved and sustained wellbeing for all students, including those who are disadvantaged.	Sustained high levels of wellbeing from 2023/24 will be demonstrated by qualitative data from student voice, parent surveys and teacher observations.

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: **£342,723**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff CPD on the principles of planning and responsive teaching methods. Faculty WalkThru clusters focus on solving the learning problems specific to subject areas. Both of these will involve ongoing teacher training and support which may require release time. An increased focus on ensuring that each lesson disadvantaged students	The quality of teaching matters a great deal: having a one-standard deviation better teacher has been shown to raise test scores by (at least) 25% of a standard deviation. Therefore raising teaching quality is central to our disadvantaged strategy. Slater, Davies, and Burgess (2012), Do Teachers Matter? Measuring the Variation in Teacher Effectiveness in England. Supporting high quality teaching is pivotal in improving children's outcomes and high quality teaching can narrow the disadvantage gap. We also need to ensure that CPD is evidence-based, and that content is drawn from trusted sources. Effective CPD should build knowledge, motivate staff, develop teaching techniques and embed practice, our approach to	1 & 4

are supported through being asked questions, provided with thinking time, prioritised during checking for understanding tasks and have it made clear to them what success looks like through modelling and exemplary work.	cpd is designed by Ambition Institute trained Teacher Educators with these mechanisms in mind. Effective Professional Development Guidance Report. Joe Collin and Ellen Smith (EEF) 2021	
Instructional coaching by Teacher Educators to support the embedding of techniques into teachers practice.	In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD. The principles of instructional coaching are linked to the principles of developing expertise in any domain through the use of deliberate practice. Trained coaches observe lessons and select the area which they think will most improve the teacher's practice, identifying how the teacher can improve in this area, creating manageable, bite-sized steps for improvement. This single action step is then practised with the coach before being observed with a class of students, leading to the next phase of the coaching cycle. This process will lead to improvements for students in the quality of lesson planning and delivery they receive. Four reasons instructional coaching is currently the best-evidenced form of CPD. Sam Sims (Quantitative Education Research) 2019 An instructional coaching approach will help support teachers who struggle to overcome existing ingrained habits and adopt new, more effective techniques which will benefit both teaching and learning and behaviour for learning. As recognised by the EEF's Effective Professional Development Guidance Report, a key mechanism is embedding practice to avoid the 'get it, do it' gap which can exist in teachers practice. Effective Professional Development Guidance Report. Joe Collin and Ellen Smith (EEF) 2021	1
Improving literacy across all subject areas in line with recommendations in the EEF Improving Literacy	The report states that prioritising disciplinary literacy across the curriculum is key to learning across all subjects in secondary school, and is a strong predictor of outcomes in later life. This is,	1, 2 & 3

in Secondary Schools guidance. Whole school CPD in 2022/23 with follow up support for individual subjects will focus on disciplinary literacy, vocabulary support, reading complex academic tests and developing structured talk.	therefore, particularly relevant for our disadvantaged students. Improving Literacy in Secondary Schools Guidance Report. Alex Quigley and Robbie Coleman (EEF) 2018	
Developing metacognition and self-regulation skills in all students. This will initially involve ongoing teacher training and support focussing on live modelling and guided practice. This will be followed when appropriate by CPD and support on explicit teaching strategies to help students plan, monitor and evaluate specific aspects of their learning to become less reliant on teachers and more independent.	Teaching metacognitive strategies to students can be a useful method to help students become more independent learners, and teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. There is evidence that metacognitive and self-regulation strategies have been effective across the curriculum, with approaches in mathematics and science particularly successful. Metacognition and self-regulation. Toolkit Strand. Education Endowment Foundation. EEF.	4
Enhancement of our maths and science teaching and curriculum planning in line with EEF guidance and DfE KS3 guidance for maths. Specialist Leader in Education support through the trust will be purchased and teacher release time provided to engage with the support and embed key elements.	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models. KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk) A mastery approach to the curriculum is being developed in maths which research shows can be	1

	particularly effective as long as its implementation is carefully considered.	
	[Mastery Learning. Toolkit Strand. Education Endowment Foundation. EEF](#)	
	The attainment gap in science is just as pervasive as in maths and English. EEF research has shown that disadvantaged pupils start to fall behind in science in Key Stage 1 and the gap only gets wider throughout schooling. To teach science well, teachers need to build on the ideas that pupils bring to lessons, use models to support understanding, support students to retain and retrieve knowledge, use practical work purposefully and as part of a learning sequence, develop scientific vocabulary and support students to read and write about science.	
	[Improving Secondary Science Guidance Report. Education Endowment Foundation (EEF) 2021](#)	

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

Budgeted cost: **£173,031**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for students with low reading ages at KS3 as identified through NGRT tests. Accelerated Reader will be used to support the 25 weakest readers in each year at KS3. Reading complex texts aloud will be trialled with the next 25 weakest readers across each year at KS3 and the impact of this strategy compared to the Accelerated Reader group through	An EEF study found that Year 7 pupils who were offered Accelerated Reader made 3 months additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress. It appears to be effective for weaker readers as a catch-up intervention at the start of secondary school. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader https://www.evidence4impact.org.uk/interventions/1024?outcome=secondary-reading A small study in UK schools has found that reading challenging, complex novels aloud, and at a fast pace has been shown to increase students reading comprehension by 8.5 months on standardised tests of reading comprehension, but the poorer readers made a surprising 16 months progress.	2

standardised tests, with a view to determining which approach is most effective, and for which aspects of reading and comprehension.	'Just reading': the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms Jo Westbrook, Julia Sutherland, Jane Oakhill and Susan Sullivan. 2018	
Engaging with the National Tutoring Programme to provide targeted support for students identified as Low Effort and Low Progress from subject diagnostic assessments. This will include the targeted use of Academic mentors within science and maths, and school led tutoring across the curriculum. Disadvantaged students will make up a significant proportion of students who receive tutoring including those who are high attaining.	One to one tuition is very effective at improving students outcomes if targeted at knowledge gaps and specific needs. It provides greater levels of interaction and feedback compared to whole class teaching and can support students to overcome barriers to learning and increase their progress through the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small group tuition is most likely to be effective if it is targeted at students' specific needs. Diagnostic assessment can be used to assess the best way to target support. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 & 2

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

Budgeted cost: **£169,691**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing additional support for students with SEMH to help them regulate their behaviour and emotions so they do not become a barrier to their achievements and that wellbeing is improved.	Effectiveness with SEMH means it is intrinsic to every aspect of school life, rather than something done in isolation. It is a set of behaviours, interactions and values. ***Addressing Educational Disadvantage In Schools and Colleges The Essex Way*** edited by Marc Rowland - 2021	5

PASS data, along with staff observations and recommendations, are used to identify students who may require additional support beyond what can be provided within a lesson (Wave 1) will receive a Wave 2 intervention that is delivered by trained staff and closely matched to need. Wave 3 interventions are focussed on 1:1 support if Wave 2 interventions do not have the desired impact.	DfE figures report that students eligible for Free School Meals are more likely to receive a permanent or fixed term exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Student behaviour will have multiple influences, some of which teachers can directly manage though universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills. Behaviour Intervention. Toolkit Strand. Educational Endowment Foundation. EEF. Students from disadvantaged backgrounds are more likely to have weaker Social and Emotional Learning (SEL) skills. SEL interventions in education are shown to improve relevant skills and are therefore likely to support disadvantaged students to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment by 5 months if planned and monitored carefully. Social and Emotional Learning. Toolkit Strand. Educational Endowment Foundation. EEF.	
Refine our attendance procedures to ensure the principles of good practice set out in the DfE's Improving School Attendance advice are embedded within school routines, and that capacity is increased to support students who are persistently absent and their families.	Despite being an American study, *The Importance of Being in School* noted that chronic absenteeism increases achievement gaps at all school levels, and that because students reared in poverty benefit the most from being in school one of the most effective strategies for providing pathways out of poverty is to do what it takes to get these students into school every day. It is highly likely that this also applies to our context. https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/508_ChronicAbsenteeism_NatlSummary_Balfanz_Byrnes_2012.pdf?embed=1	6

Total budgeted cost: £685,445

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.

In 2018/19 PP value added fell to -0.03 after being previously strong (it was +0.26 in 2017/2018) and in 2019 Attainment 8 figures were lower than national averages. The A8 figure for all students was 41.8 and for disadvantaged students was 38.4.

Our internal assessments during 2020/21 show that while 55.7% of all Yr 11 students grades were on or above their target, only 45.8% of disadvantaged students were on or above their targets. Despite an increase in overall grades, this is an increase in the gap from the most recent external exams in 2018/19 (37.2% of non-disadvantaged students on or above target grades compared with 33.7% of disadvantaged students).

The widest gaps in both progress and attainment continue to be in maths and combined science, hence why these feature explicitly in the Pupil Premium Strategy. The progress of disadvantaged students in Spanish has improved from an ALPS grade 7 in both 2017/18 and 2018/19 to an ALPS grade 5 in both 2019/20, and again in 2020/21 (where they made more progress than non-disadvantaged students), which while promising must be monitored closely with the expected return of external exams in 2021-22.

Covid-19 has undoubtedly impacted on our ability to meet the goals of our previous strategy, as it has for many schools across the country. We spent funds on ensuring all students had access to a chromebook so that we were able to provide high quality online learning without further disadvantaging many of our students who didn't have access to a device on which to work or join remote lessons. This enabled us to continue to offer a high quality curriculum, albeit without many of the features that require face to face learning in order to support disadvantaged learners most effectively. This continues to provide a key part of our catch up strategy as all students do now have a device from which they can work at home outside of lesson and initial GCSEPod student engagement figures indicate higher levels of use from disadvantaged students than their peers.

Although overall attendance in 2020/21 was lower than in the preceding years at 87.3% it was above the national average. The attendance of disadvantaged students was 85.6% compared to non-disadvantaged students which was at 89.2%, and of all

persistent absenteeism 55% were disadvantaged students, hence why attendance and particularly persistent absenteeism is a focus of our current strategy.

Our monitoring indicated that wellbeing and student health has suffered over the pandemic and that the impact of this is particularly marked for disadvantaged students. This helps to explain why we plan to use pupil premium funding to support student wellbeing and provide targeted academic and SEMH interventions where required. Student behaviour, however, appeared to improve even when accounting for time out of school. Our approach to tightly managing the bubble system along with strong pastoral support available for students are the most likely reasons for this, and so we have looked to take elements of this as we plan for recovery.

2020/21 Overview

	Disadvantaged Students		Non-Disadvantaged Students	
Progress	**A8**	**P8***	**A8**	**P8***
Overall	42.6	0.7	51.9	1.2
English	9.3		11.5	
Maths	7.8		9.5	
Ebacc	11.4		14.2	
Open	13.9		16.0	
Performance				
9-4 in Eng & Maths	50.5%		67.6%	
9-5 in Eng & Maths	28.6%		48.6%	

Our reflections on these outcomes are as follows:

● we still do not meet national averages in attainment and need to go further;
● there is still a gap in the performance of disadvantaged students which needs to be addressed through our new Pupil Premium Strategy;
● we need to increase our capacity to deliver the Wave 2 programmes for students with SEMH;
● We need to monitor carefully that the planned intervention work can happen quickly, and at enough scale to cover all those highlighted by diagnostic testing and that it is having the desired effect;

- the NTP must be used effectively as a route to improve the number of High Effort, High Progress students in each year group;
- we need to increase the effect of any work on maths and science by adding Academic Mentors to help withdraw students, but not at the expense of curriculum entitlement;
- parents are a key lever which means they must be part of any interventions we offer, thereby amplifying the impact if it's a joint home and school approach;
- we need to do more intervention work, and earlier with disadvantaged students who are approaching persistent absentee thresholds, focusing more on home:school liaison rather than more data intelligence;
- to reduce the impact of days lost to Fixed Term Exclusions, we may want to consider developing internal exclusion capacity;
- we need to continue to embed the concept of the impact of the curriculum being defined by the outcomes of disadvantaged students. A curriculum that doesn't enable disadvantaged students to do more, know more and remember more at a quicker rate won't allow us to close gaps.

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
Transforming Teacher Programme	Ambition Institute

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

- Applying an uplift to baseline data for disadvantaged students on entry in Year 7 when setting targets (currently across Years 7-9). This is to 'give back' the average gap in points scores between disadvantaged students and their peers. The result of this is that when we set targets we are aiming to **close** the gap in attainment and not for it to remain following 5 years of learning.

- Ensuring students understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions already detailed within this plan), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of student anxiety.

- Utilising support from Forward Thinking Birmingham, our local mental health support team to provide additional support for students with mental health concerns, many of whom are disadvantaged.

- Leading a multi school 'Developing Local Provision' project to provide additional interventions for students with SEMH needs. This will work alongside our current provision to further increase the level of support for such students. It will involve in-depth screening of student mental health and wellbeing, improved staff CPD around SEMH students, targeted intensive interventions for those with more complex needs and outreach work from the City of Birmingham School.

- Ensuring that during curriculum reviews, faculties consider their curriculum through the lens of disadvantaged students. This is to confirm any pre-teaching that is required for disadvantaged students to ensure success, vocabulary is built on throughout the curriculum and cultural capital is developed. Those collaborating in subject design are clear about the rationale for the selection of knowledge, particularly at Key Stage 3, particularly from the perspective that if students don't study this subject any further in their academic career they are still equipped with the essential knowledge required for meaningful understanding.

- Encouraging faculties to offer a wide range of high-quality extracurricular activities linked to our enrichment Personal Learning Checklist to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g. The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We have also

continued to attend network meetings with Challenging Education through their Raising Attainment of Disadvantaged Youngsters (RADY) programme to ensure we are challenged to consider new ways of tackling the attainment gap.

We triangulated evidence from multiple sources of data including assessments, engagement in class, work scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students. We also used the EEF's families of schools database to view the performance of disadvantaged students in schools similar to ours, and have visited and built contacts with one particular school with high-performing disadvantaged students to learn from their approach.

We have looked at a number of reports and studies about the effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage, including *Addressing Educational Disadvantage in Schools and Colleges: The Essex Way* edited by Marc Rowland, which was both incredibly insightful and useful. We also referred to studies about the impact of the pandemic on disadvantaged students.

We have met as a group of pupil premium leads across our trust regularly to develop our strategy, and within Holyhead those leaders responsible for teaching and learning, reading, SEND and pastoral support have worked together closely using the EEF's implementation guidance to help us develop a coordinated approach with our students at the centre. We will continue to use the EEF's guide throughout the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for students.