

## 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	Laurus Ryecroft
Number of pupils in school	752
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	2021-22 to 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	M Vevers, Head of School
Pupil premium lead	R Carling, Deputy Head of School
Governor / Trustee lead	Sarah Marsden

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,060
Recovery premium funding allocation this academic year	£19,865
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	£145,925

# Part A: Pupil premium strategy plan

## Statement of intent

At Laurus Ryecroft, we are very much aware of an ever-growing body of evidence documenting 'best practice' surrounding the use of Pupil Premium. There is a growing body of evidence both within our own community and the wider education world on the use of the Pupil Premium. Therefore, for 2021-22, we have reviewed and revised the ways in which we are planning, budgeting, reviewing and then measuring the **impact** of our allocation.

Firstly, for instance we continue to access the growing body of evidence provided by the EEF:

<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

Secondly, we have accessed and reviewed documents from the DfE and OFSTED:

- 'The Pupil Premium, how schools are spending the funding successfully to maximise achievement.' OFSTED (2013).
- 'The Pupil Premium, how schools are using the Pupil Premium to raise achievement for disadvantaged pupils.' OFSTED (2012).
- 'Evaluation of Pupil Premium Research Report', Department for Education, (July 2013).
- 'A guide to Effective Pupil Premium Reviews by the Teaching School Council.' (2018)
- 'The EEF guide to the pupil premium'. (2019)
- 'Addressing Educational Disadvantage in Schools and Colleges - The Essex Way' Marc Rowland (2021)
- 'Boys Don't Try' Matt Pinkett and Mark Roberts (2019)
- 'Closing the Reading Gap' Alex Quigley (2020)

Thirdly, we increasingly compare our experiences to other similar schools, while as a new school we don't yet have the consistent data to apply, we can consider the data of local high schools and consider them within our context:

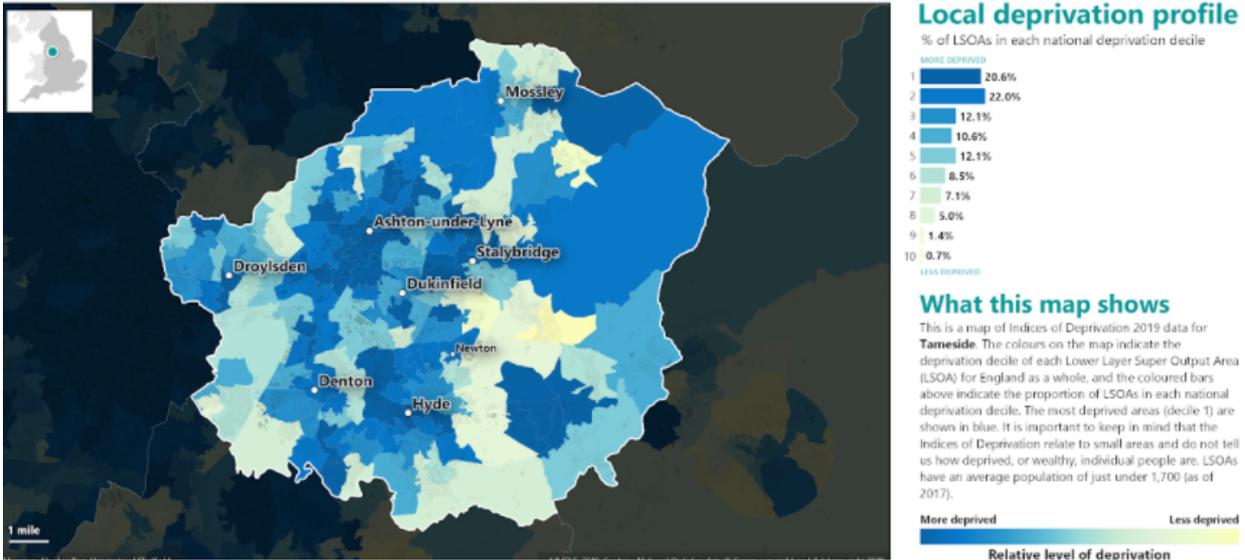
[Laurus Ryecroft, M43 7LF, North West | Families of Schools Database | Education Endowment Foundation | EEF](#)

### **Local context**

Laurus Ryecroft serves a diverse area of Tameside. Tameside has areas of severe deprivation with 42.6% of the population living in the most deprived areas. Deprivation is widespread with only 2.1% living in the least deprived areas. Our catchment covers a wide spectrum of deprivation. However, located between Ashton under Lyne and Droylsden, we serve some of the most deprived areas, within the deprived catchment area of Tameside. Please see below for the most recent map of deprivation in Tameside.

# English Indices of Deprivation 2019

## TAMESIDE



Consequently, at Laurus Ryecroft, we approach our use of Pupil Premium to deliver the following agreed principles:

- We will ensure that Pupil Premium funding is spent on the target group.
- We are aware that within our target group there are a diverse range of needs – both existing and emerging.
- We will maintain high expectations of the target group.
- We will thoroughly analyse which pupils are under-achieving and endeavour to work out why.
- We will use evidence to allocate funding to big-impact strategies.
- We will be relentless in our pursuit of high-quality teaching, not interventions to compensate for poor teaching.
- We will use achievement data to check interventions are effective and make adjustments where necessary.
- We will have a senior leader with oversight of how PP funding is being spent.
- We will ensure that teachers know which pupils are eligible for Pupil Premium.
- We will endeavour to demonstrate impact.
- We will have a named governor who will oversee and challenge our use of the Pupil Premium.

In a relentless drive to deliver and highlight impact we have extended and enhanced our checking procedures. The budget and review process operates through a thorough checking and analysis process that involves a Senior Leader and a named governor with responsibility for Pupil Premium.

Through a series of 'challenge' meetings we have identified local needs and put these against the known 'best practice' outlined in those documents and sources mentioned above.

We subscribe to DfE guidance that states:

'Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following three areas below but focusing on teaching quality - investing in learning and development for teachers.'

Laurus Ryecroft serves a very polarised area. Our catchment covers a wide spectrum of deprivation. We serve some of the most deprived areas (when compared against national data) and some of the more affluent areas in Tameside. With this in mind we analyse, in detail, our Pupil Premium cohort in an attempt to identify common barriers and any local issues. The polarised nature of our cohort means that we cannot assume anything and are not always dealing with obvious or common local barriers. Therefore, a significant proportion of our work centres around monitoring the progress of our cohort and our ability to act quickly and address emerging needs. We recognise that our Pupil Premium cohort has a diverse range of aspirations, prior attainment and levels of progress. Some of our brightest and most talented students form part of our Pupil Premium Cohort. We have increased our capacity to identify and react on a daily basis. Our staffing is a key area of our intervention strategy. Identified staff are tasked with identifying barriers and reviewing progress through our data check points and supplementing with anecdotal observations. We rely heavily on our Heads of Year, Senior Head of Year, Heads of House to identify emerging needs and deliver interventions.

At the same time, we have evidence that points us towards four broad barriers in the Tameside area:

(A) Family history of reduced engagement with school life such as attendance at parent consultation evenings

(B) Supporting aspirations towards attending further education, including the leading universities

(C) Sudden loss of family income resulting in non-engagement with educational visits and sudden reduced ability to purchase school equipment.

(D) Throughout the 2018-19 and 2018-19 academic year the attendance of those pupils eligible for the Pupil Premium fell below other students. Comparisons beyond this were difficult to make given impact of Covid-19 but we believe that this is likely to emerge again once attendance returns to pre pandemic levels.

At the heart of everything we do is quality first teaching and learning. We do not want our interventions to be required to make up for anything less than quality teaching and

learning. Therefore, a significant amount of our budget is aimed at improving the quality of our teaching and learning. We also invest heavily in our recruitment and retention as well as supporting early career teachers. By continuing our relentless drive to maintain and improve the quality of teaching and learning we expect to further improve the outcomes of all the students at Ryecroft, this will be demonstrated through our 'headline' figures. We aim to identify skills gaps and address them as early as possible. Therefore, during the academic year we will increase, even more, our provision and interventions (when needed) at Key Stage 3. However, following a review of our 2018-19 and 2019-20 plans, we have also identified the following additional targets (local issues) that we endeavour to improve through use of the Pupil Premium Grant.

## Challenges

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

Challenge number	Detail of challenge
1	Family history of reduced engagement with school life such as attendance at parent evenings
2	Supporting aspirations towards attending further education, including the leading universities
3	Ability to engage with extra-curricular activities and key stage 4 exam preparation
4	Sudden loss of family income resulting in non-engagement with educational visits and sudden reduced ability to purchase school equipment.
5	Attendance of Pupil Premium students
6	Literacy skills (particularly in Year 7) caused by gap in learning

## 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.

<b>Intended outcome</b>	<b>Success criteria</b>
No significant differences in progress 8 measures.	Disadvantaged students will make the same or better progress than all other students
No significant differences in attainment 8 measures.	Disadvantaged students will attain the same or better grades as all other students
A difference of less than 10% between disadvantaged and non-disadvantaged on the basics measure (4+ Eng/Maths, 5+ Eng/Maths)	There will be a difference of less than 10% between disadvantaged and non-disadvantaged students on the basics measure
No significant difference in percentage of students gaining the EBacc.	There will be an increase of disadvantaged students gaining the EBacc with no significant difference between non-disadvantaged
Maintain the current broadness of destination measures.	All disadvantaged students will go on to post 16 provision with an increase of those studying A-Levels
Ensure that there is no difference in the engagement of PP and non-PP students in House activities at Key Stage 3.	All disadvantaged students will engage with House activities
Ensure that no child is prevented from accessing opportunities due to their financial background.	No disadvantaged student will be prevented from participating in opportunities to increase cultural capital due to the financial background

## 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

Budgeted cost: £31k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Vision for disadvantaged students shared with all stakeholders</i>	Addressing Educational Disadvantage – ‘it is vital that all staff understand: the issues being addressed; how school is addressing them; evidence to support the approach; their role within it; what success looks like’	1,2,3,4,5,6
<i>Data packs will be distributed to all departments after each data entry – VACs/DALPs</i>	Addressing Educational Disadvantage – ‘Assessment, not assumption, should inform our strategy to address disadvantage’ ‘we need to be experts in our pupils, not experts in labels’	1,2
<i>Data meeting will focus on disadvantaged students and identify actions</i>	Addressing Educational Disadvantage - ‘Adopt a culture of early intervention’	1,2
<i>DDP’s to highlight specific intervention for disadvantaged students</i>	Addressing Educational Disadvantage – ‘Assessment, not assumption, should inform our strategy to address disadvantage’ ‘we need to be experts in our pupils, not experts in labels’	1,2
<i>Focus on quality first teaching through professional learning</i>	Addressing Educational Disadvantage – ‘Effective teaching is the best level for improving school and pupil outcomes’ ‘training opportunities and high quality CPD are often powerful lures for teachers looking not only to hone their skills, but to make a real difference to the life chances of all pupils’	1,2,6
<i>ARC sessions to focus on research and pedagogy</i>	Addressing Educational Disadvantage – ‘research can inform our decision making when planning our strategies for educational disadvantage’	1,2,6
<i>Working party for disadvantaged to look at specific research and pedagogy for disadvantaged and trial strategies within departments</i>	Addressing Educational Disadvantage – ‘research can inform our decision making when planning our strategies for educational disadvantage’	1,2,6
<i>Additional training session – disadvantaged local</i>	Addressing Educational Disadvantage – ‘Teachers who work in inclusive schools have to be well-	1,2,3,4,5,6

<i>context (what does disadvantage mean to Laurus Ryecroft)</i>	trained in both special needs diagnosis and research-led pedagogy'	
<i>LAC and Young Carer training for NQTs and new staff</i>	Identification Practice of Young Carers in England - 'they recommended that young carer awareness and identification was built into induction for new staff and there was a named young carer lead who would act as key contact'	1,2,3,4,5,6
<i>Feedback to disadvantaged students – learning discussions to take place regularly in lessons</i>	EEF Teaching and Learning Toolkit + 8 months  Addressing Educational Disadvantage – 'Meaningful assessment is part of great teaching, including helping to identify gaps in learning'	2
<i>Whole school focus on reading</i>	EEF Teaching and Learning Toolkit +6 months  Closing the reading gap – 'most things teachers do are important but teaching reading is essential' 'we must remember that for one in four pupils 'below expected' reading skill in year 7, such development of subject expertise will be inevitably stunted'	6
<i>Metacognition strategies to be evident in teaching – retrieval practice, explicit instruction, modelling, desirable difficulties, classroom dialogue</i>	EEF metacognition and self-regulated learning + 7 months  Addressing Educational Disadvantage – 'It is important for teachers to explicitly teach metacognitive skills within their domain'	1,2,3,4,6

## Targeted academic support

Budgeted cost: £70k

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Year 7 literacy screening and subsequent specialist, targeted intervention as well as wider whole cohort intervention</i>	EEF Teaching and Learning Toolkit + 6 months  Closing the reading gap	6
<i>Fresh start: intensive phonics intervention programme</i>	EEF Teaching and Learning Toolkit + 4 months  Addressing Educational Disadvantage – 'adopt evidence based small group reading interventions to address specific issues with word recognition and or language comprehension'	6

<i>Guided reading programme: KS2 sig below 100 – withdrawal for intensive support</i>	EEF Teaching and Learning Toolkit + 6 months  Closing the reading gap – ‘reading, offers a great deal of pleasure, while simultaneously offering us a vital tool to learn’	6
<i>LSA – targeted in class support</i>	EEF Teaching and Learning Toolkit + 1 month	1
<i>Specialist English LSA to support with the English recovery curriculum</i>	EEF Teaching and Learning Toolkit + 6 months  Closing the reading gap	6
<i>Targeted pupils in KS3 that are extracted from MFL and given curriculum time by the whole school literacy specialists</i>	EEF Teaching and Learning Toolkit + 6 months  Addressing Educational Disadvantage – Every moment in school needs to be a language development and comprehension moment. The presumption of language can leave pupils isolated in the classroom. Language is key to success in accessing the curriculum’	6
<i>Guided whole school morning meetings for literacy and numeracy</i>	EEF Teaching and Learning Toolkit + 6 months  Closing the reading gap – ‘reading, offers a great deal of pleasure, while simultaneously offering us a vital tool to learn’	6
<i>Small group intervention programme with numeracy specialist for students identified as requiring additional support</i>	EEF Teaching and Learning Toolkit + 4 months  Addressing Educational Disadvantage – ‘There is extensive high-quality evidence demonstrating potential 1-1 and small group tuition as an effective way of supporting pupils who are falling behind in their learning’	6
<i>Numeracy specialist LSA - targeted at disadvantaged – providing extra maths support before school using specialist maths teachers</i>	EEF Teaching and Learning Toolkit + 4 months  Addressing Educational Disadvantage – ‘There is extensive high-quality evidence demonstrating potential 1-1 and small group tuition as an effective way of supporting pupils who are falling behind in their learning’	1,2
<i>LAC students will receive 1-1 or small group additional tuition for maths where gaps are identified</i>	EEF Teaching and Learning Toolkit + 4 months  Addressing Educational Disadvantage – ‘There is extensive high-quality evidence demonstrating potential 1-1 and small group tuition as an effective way of supporting pupils who are falling behind in their learning’	1,2
<i>Support departments with the purchase of online resources to aid departments with recovery</i>	EEF Teaching and Learning Toolkit + 4 months  Addressing Educational Disadvantage – In particular, developments in ICT resources have allowed more pupils than ever to overcome	4

	difficulties and make greater progress than ever to overcome difficulties.' 'These cutting-edge resources can benefit all pupils at different points in their education'	
<i>Disadvantaged students will have access to music tuition</i>	EEF Teaching and Learning Toolkit +2 months	1,3
Support and tuition for vulnerable students with specific SEMH challenges caused by lockdown	EEF Teaching and Learning Toolkit +5 months  To build capacity within the organisation to work closely with students who have SEMH needs. This appointment will have a particular focus on the relationship between home and school	4, 5, 6

## Wider strategies

Budgeted cost: £45k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Disadvantaged champion on SLT</i>	Addressing Educational Disadvantage – 'The most effective schools create capacity and provide the expertise and support for teachers and other staff to better meet the needs of their disadvantaged students'	1,2,3,4,5,6
Non-Teaching member of staff with focus on PP attendance. To set high expectations. Increase parental contact.	Both targeted interventions and universal approaches have positive overall effects (4 months).  Track and act fast to close any emerging differences in the attendance of PP students when compared with non-PP students. Non-Teaching Heads of Year will make initial contact. Review of data tracked and actions put in place. Specific intensive intervention where attendance fall below 94%	1,2,3,4,5,6
<i>HOH will identify key groups of students and highlight where intervention is needed – PP, LAC, SEND, FSM</i>	British psychological report 2017 Behaviour Change: School attendance, exclusion and persistent absence – 'the 4 categories identified by the British Psychological Society are addressed: Mental Health; Physical Health; Attitudinal/systemic; School behaviour related'	1,2,3,4,5,6
<i>HoH will track behaviour for learning and highlight disadvantaged students for support</i>	Addressing Educational Disadvantage – we shift the culture away from one of perceived barriers and obstacles to a genuine 'can do' mentality where anything is possible'	1,2,3,4,5,6

<i>Appointment of specialist SEMH to work with vulnerable students</i>	Addressing Educational Disadvantage – ‘Ensure that the social, emotional and mental health of pupils is prioritised’	
<i>1:1 SEMH sessions</i>	Addressing Educational Disadvantage – ‘Ensure that the social, emotional and mental health of pupils is prioritised’	1,2,3,4,5,6
<i>Apertura</i>	Apertura is a three-year academic enhancement programme designed to encourage academic enquiry and conversation	1,2,3,4,5,6
<i>Study visits to enhance aspiration and cultural capital</i>	EEF Teaching and Learning Toolkit +2 moths	2, 4, 6
<i>Electives programme</i>	EEF Teaching and Learning Toolkit +2 months	1,2,3,4,5,6
<i>Disadvantaged students will be supported in ensuring they have opportunities to increase cultural capital including DoE</i>	Addressing Educational Disadvantage – ‘ensure that disadvantaged pupils experience the same formal and informal curriculum opportunities as their peers where possible’	2, 4, 6
<i>Disadvantaged students will have access to high quality IAG programme</i>	EEF Teaching and Learning Toolkit  Addressing Educational Disadvantage – ‘As beacons of humanity, schools have a duty to educate and protect the more vulnerable, and so strive to promote equality and social mobility’	1, 2, 3
<i>Purchase of laptops to loan who do not have own devices to work on at home</i>	EEF Teaching and Learning Toolkit + 4 months  Addressing Educational Disadvantage – In particular, developments in ICT resources have allowed more pupils than ever to overcome difficulties and make greater progress than ever to overcome difficulties.’ ‘These cutting-edge resources can benefit all pupils at different points in their education’	4
<i>Named staff will form a working group to support Young Carer’s in school</i>	Children’s Society – Young carers miss on average 48 school days due to their caring role’ ‘Young carers are more likely to perform at one grade lower than other students’  Addressing Educational Disadvantage – ‘Our strategies to address educational disadvantage will stand or fall based on the quality of relationships we forge’	1,2,3,4,5,6
<i>Half termly meeting for Young Carers in each year group</i>	Children’s Society – Young carers miss on average 48 school days due to their caring role’ ‘Young carers are more likely to perform at one grade lower than other students’	1,2,3,4,5,6
<i>PP spend will be used to support Young Carers</i>	Children’s Society – Young carers miss on average 48 school days due to their caring role’	1,2,3,4,5,6

	'Young carers are more likely to perform at one grade lower than other students'	
<i>Voice workshops (Cicero)</i>	Addressing Educational Disadvantage – 'Ensure that the social, emotional and mental health of pupils is prioritised'	1,2,3,4,5,6
<i>Enhance and aspire – Elective specifically constructed to develop awareness of Cultural Capital</i>	Addressing Educational Disadvantage – 'Ensure that the social, emotional and mental health of pupils is prioritised'	1,2,3,4,5,6
<i>Annual University Trips</i>	Addressing Educational Disadvantage – 'Ensure that the social, emotional and mental health of pupils is prioritised'	1,2,3,4,5,6
<i>Year 9 careers masterclasses</i>	Addressing Educational Disadvantage – 'ensure that disadvantaged pupils experience the same formal and informal curriculum opportunities as their peers where possible'	1,2,3,4,5,6
<b>'Possible Selves' Coaching Programme delivered by HOHs.</b> <i>This programme is for students identified as having low aspirations (attitudes and habits scores) following Termly Data Meetings</i>	Addressing Educational Disadvantage – we shift the culture away from one of perceived barriers and obstacles to a genuine 'can do' mentality where anything is possible'	1,2,3,4,5,6

**Total budgeted cost: £146k**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Desired outcome	Strategy	Reason for intervention	Explanation	RAG / comments																
All PP students meet or exceed targets as a result of quality first teaching.	Focus on Feedback as part of quality first teaching and learning (ARC, CPD and SDP).	Best Practice (EEF +8 months)	Relentless push for quality first teaching and learning. Ensure that CPD and SDP focuses on quality first teaching and learning. Development of ARC and further CPD to focus on the quality of feedback as part of quality teaching across the school.	<p>PP data supports positive progress overall at the end of KS3 (+0.09).</p> <p>Supported further in outcomes from half term 1 to 3.</p> <table border="1"> <thead> <tr> <th></th> <th>Autumn</th> <th>Summer</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>-0.31</td> <td>0.01</td> <td>0.32</td> </tr> <tr> <td>Year 8</td> <td>-0.78</td> <td>-0.46</td> <td>0.33</td> </tr> <tr> <td>Year 9</td> <td>-0.90</td> <td>-0.56</td> <td>0.34</td> </tr> </tbody> </table> <p>All teachers have attended ARC and FPL sessions. Voluntary journal club (further supporting quality first teaching) was extremely well attended</p>		Autumn	Summer	Change	Year 7	-0.31	0.01	0.32	Year 8	-0.78	-0.46	0.33	Year 9	-0.90	-0.56	0.34
	Autumn	Summer	Change																	
Year 7	-0.31	0.01	0.32																	
Year 8	-0.78	-0.46	0.33																	
Year 9	-0.90	-0.56	0.34																	

All PP students meet or exceed targets.	Focus on Metacognition and self-regulation.	Best Practice (EEF+7 months)	Teaching staff will be supported (through our CPD model) to learn and understand metacognition and self-regulation approaches. These strategies will also form part of the content delivered to parents through support evenings and will form the core themes of intervention provided by the Head of House team.	<p>Literacy and numeracy sessions termly.</p> <p>PP&amp;R summer reading programme.</p> <p>Termly year team meetings share best practice with students who are identified as needing additional support.</p>
All staff are fully aware and equipped to meet the emerging needs of PP students. Emerging differences are identified quickly.	Pupil Premium Champion on Leadership Team	Best Practice	Champion the cause of PP students, challenge the strategic direction of the school (with PP in mind), track progress and act fast to close any emerging differences. Lead other champions (when in post) and the Head of House. Link with the governing body concerning the spending of the Pupil Premium. Ensure that every child is known by every member of staff.	<p>All staff attended several training sessions on PP and vulnerable students.</p> <p>Targeted home visits for students with historical attendance issues.</p>
There is no difference between the attendance of PP students and other students.	Non-Teaching member of staff with focus on FSM attendance.	Best Practice and Local Barrier	Track and act fast to close any emerging differences in the attendance of PP students when compared with non-PP students. Set high expectations. Increase parental contact. Non-Teaching Head of Year will make initial contact. Review of data	<p>PP attendance is 93.4% compared to 96.5% NON PP resulting in a gap of 3%. However 93.4% is significantly above the national average for PP students (91.9%). These figures are also during the COVID pandemic.</p>

	Review and purchase of new rewards.		tracked and actions put in place. Specific intensive intervention where attendance takes a 2% hit or is below 98%.	<p>PP PA is 3% below the national average. Again, these figures are compared to non-COVID averages</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>94.4</td> <td>97.1</td> <td>2.7</td> </tr> <tr> <td>Year 8</td> <td>91.8</td> <td>97.3</td> <td>5.5</td> </tr> <tr> <td>Year 9</td> <td>92.6</td> <td>95.4</td> <td>2.8</td> </tr> <tr> <td>Overall</td> <td>93.4</td> <td>96.5</td> <td>3.1</td> </tr> </tbody> </table>		PP	Non PP	Diff	Year 7	94.4	97.1	2.7	Year 8	91.8	97.3	5.5	Year 9	92.6	95.4	2.8	Overall	93.4	96.5	3.1
	PP	Non PP	Diff																					
Year 7	94.4	97.1	2.7																					
Year 8	91.8	97.3	5.5																					
Year 9	92.6	95.4	2.8																					
Overall	93.4	96.5	3.1																					
There is no difference between the attendance of PP students and other students.	Head of Year to focus on FSM attendance.	Best Practice and Local Barrier	All PP students will have a return to school meeting with their Head of Year if they have been absent from school.	<p>All students receive a return to school meeting with HOY – This is currently not consistent.</p> <p>Relentless drive on attendance publicised during assemblies and rewards given half-termly, termly and yearly.</p>																				
There will be no difference in participation rates of PP students when compared to other students.	Head of House with focus on progress and attainment.	Best Practice and Local Barrier	Ensure that every PP student is known and that their progress is tracked. Tackle any emerging needs. Increase the number of PP students who participate in House activities. Set a model of high expectation.	<p>PP funding allocated sporting and other extra curriculum activities.</p> <p>Enrichment opportunities hindered due to COVID.</p>																				

<p>Destination outcomes of PP students will be aspirational. There will be a broad range of destinations that challenges stereotypes.</p>	<p>Entheos and Dream Believe Achieve.</p>	<p>Best Practice</p>	<p>Increase the aspirations of all students and ensure that PP students have the independent careers advice that they need. Increase exposure to people from different careers and routes. Ensure students have financial education.</p>	<p>CEIAG – 8 careers meetings with speakers from different backgrounds including engineering, literature, science, and linguistics through GMACS and Bridge GM</p> <p>All students were given financial education lessons including a practical workshop with Money Sense through Natwest Bank.</p>						
<p>All PP students will be fully equipped to achieve in English and Maths.</p>	<p>Staffing levels within English and Maths increased to allow for additional support.</p>	<p>Best Practice (EEF +4 months)</p>	<p>Small group Intervention classes every Wednesday for PP students identified as needing additional support in literacy and numeracy.</p>	<p>All PP students were allocated a maths set to begin the academic year.</p> <p>Intervention classes have been successful in both Maths and English.</p> <p>Heavily populated english intervention leading to KS3 progress of 0.08 for PP students at the end of year 9</p> <p>% PP in Maths intervention:</p> <table border="1" data-bbox="1447 1018 1879 1134"> <thead> <tr> <th>Year 8</th> <th>Year 9</th> <th>Year 10</th> </tr> </thead> <tbody> <tr> <td>34</td> <td>33</td> <td>40</td> </tr> </tbody> </table>	Year 8	Year 9	Year 10	34	33	40
Year 8	Year 9	Year 10								
34	33	40								
<p>All PP students will develop excellent behaviours for learning.</p>	<p>Targeted intervention .</p>	<p>Best Practice (EEF +5 months)</p>	<p>Target PP students to build habits of practice and perseverance and part of Wednesday morning student interventions. Also allows for smaller specialist tuition where and when</p>	<p>All students are provided with an equipment folder to support PP&amp;R.</p>						

			needed and in response to progress checks.	Duty points before and during school to allow access to ICT facilities.
No child will be disadvantaged because of their background.	Personal Equipment.	Best Practice	(1) Specialist IT equipment. (2) Personal Text Books and revision materials. (3) Maths set. (4) PE equipment. (5) House Team kit. (6) Technology equipment.	Funding allocated to support students in the areas identified. Consequently, in PE, Maths and Design students have all achieved positive progress in Year 7.  100% participation rate during sports day.
All staff are fully aware and equipped to meet the emerging needs of PP students. Emerging differences are identified quickly.	Focused intervention from a specialised member of staff.	Best Practice	LSAs are given a specific focus to support their assigned faculty with development of resources. They will be given a specific role for targeting PP students of lower ability. Where appropriate they will also act as mentors.	In guided intervention groups, 50% of students are PP.  Year 9 end of year PP shows positive progress for PP students
The differences in progress and attainment that already exist on entry will be	Specialised catch up	Best Practice and Local Barrier	Allows for one to one tuition based around physical activity. Small group	40% of our PP cohort from Y7-Y10 have been identified as having a literacy difficulty

eradicated as soon as possible.	programme s including Toe by toe	(EEF - Sports Participation +4 months)	tuition from Maths and English specialists when needed.	and all are receiving some form of literacy intervention.
No child will be disadvantaged because of their background.	Sports Leaders.	Best Practice and Local Barrier  (EEF +5 months)	Data used to increase the number of PP students involved in extracurricular and electives.	All PP students completed at least one sporting elective.  100% of PP students were involved in at least one 'Competition and Physical Endeavour' Elective and/or participated in House Sport events.
No child will be disadvantaged because of their background.	Breakfast Club.	Best Practice	Students will have access to a breakfast club where specialist staff are on hand to give support.	Funding to staff duty points from 7.45am. Unable to continue due to COVID.
No child will be disadvantaged because of their background.	Intervention and transition with primary schools	Best Practice	Working with PP students identified as being below their peers as part of their transition in the summer term.  Additional transition visits and parental meeting to support a smooth transition.	Additional transition day.  Plans for visits cancelled due to COVID.
There will be no difference in Ebacc uptake of PP students	Head of House with focus on progress	Best Practice and Local Barrier	Increase the aspirations of all students and ensure that PP students have the independent careers advice that they	87% of students on roll are taking the Ebacc pathway. From our PP cohort, 85% (36 students) are part of this Ebacc route with options taken for KS4

when compared to other students.	and attainment.		need. Increase exposure to people from different careers and routes.	
Enhancing the cultural capital students receive through educational experiences	Residential trips, Duke of Edinburgh and other outdoor activities	Local Barrier  Outdoor adventure learning (EEF +4 months)	Opportunities that allow essential knowledge that pupils need to be good citizens show a positive benefit on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.	Residentials cancelled due to COVID.  Planned London, Spain, Normandy and Berlin trips are support positive PP engagement  At Year 10, the Duke of Edinburgh Award (Bronze) has been introduced. From a cohort of 30 students participating, 21 are in receipt of PP (70%)
Remove barriers to literacy and to create a love for reading	Summer reading programme	Local barrier  Homework +2 months  EFF Comprehension +6 months	Literacy events to support the importance of reading with year 6 students.  Ensure every child has received a book over the summer holidays before joining.  Starr Reader	Overview of Y7's reading from last year too:  Headlines from Star Reader Data:  ✓ 2+ years progress: 9%  ✓ 2+ years progress (pupil premium): 4%  ✓ 1+ year progress: 19%  ✓ 1+ year progress (pupil premium): 25%  ✓ 6+ months progress: 33%

				✓ 6+ months progress (pupil premium): 44%
Remove barriers to literacy and to create a love for reading	KS3 PPR Comprehension	Local barrier Homework +2 months  EFF Comprehension +6 months	Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points, developing questioning strategies and monitoring their own comprehension.	Reading coordinators in each department  PP+R focus on reading and comprehension  Literacy morning, Etymology assemblies and reading groups contribute to positive data mentioned above.
Remove barriers to numeracy	Numeracy program	Local barrier  EFF Mastery 5+ months	Relentless push for quality first teaching and learning. Ensure that CPD and SDP focuses on quality first teaching and learning.  Ensure students have financial education.	Appointment of SEN numeracy specialist. Positive outcomes in numeracy mention above

## GCSE Spanish data

### Overall

	9	9 - 8	9 - 7	9 - 6	9 - 5	9 - 4	9 - 3	9 - 2	9 - 1	9 - U	9 - x
Raw	15	31	59	80	125	139	144	145	145	145	145
Percentage	10.3	21.4	40.7	55.2	86.2	95.9	99.3	100	100	100	100

### Pupil Premium (%)

Non Pupil Premium	11.6	23.2	44.6	60.7	90.2	99.1	100	100	100	100	100
Pupil Premium	6.1	15.2	27.3	36.4	72.7	84.8	97	100	100	100	100
GAP	5.5	8	17.3	24.3	17.5	14.3	3	0	0	0	0

### Overall

Average Grade	Average Points
6	6.09

### Pupil Premium (%)

6	6.29
5	5.39

### FSM Ever 6 (%)

6	6.25
5	5.48

We fully appreciate that no single intervention provides a complete solution to the complex educational issues in any school and it is therefore important that we operate a multi-faceted approach. We feel that this offers the best opportunity for pupils to succeed. However, we do believe that one key to the narrowing of any difference in attainment is the careful and thorough monitoring and tracking of individual pupils. At Laurus Ryecroft this is done on a daily basis by our teaching staff. Daily tracking enables teaching staff to report progress and attainment through our process of ‘**progress checks**’ which in turn allows middle and senior leaders to make informed choices. We have a relentless drive to continually improve and enhance the quality of our teaching and learning.

At a strategic level our Pupil Premium spending and impact are monitored and challenged by a named governor. We have adopted a set procedure for carrying out these checks. The reports of these checks and amendments are reported to the governing body. Progress checks form the basis of many of our conversations surrounding the impact of our Pupil Premium spending. As a minimum, however, we operate on the following assumptions, when monitoring and tracking the impact of our Pupil Premium spending:

	<b>Day to Day short term</b>	<b>Medium Term</b>	<b>Longer Term</b>
<b>Staff and/or positions involved:</b>	<p>HOH link with departments and HOY to track and review interventions.</p> <p>Reports made to HT and rest of SLT and leadership meetings.</p> <p>SIMS used to report attendance and behaviour issues. Staff track on a daily basis and report to AHTs through relevant link. HOY and HOH intervene with set procedures concerning attendance.</p>	<p>Progress Checks are collected across the school in line with the assessment calendar. These are reviewed at all levels from class teacher through to HOD. All subjects receive reports and progress and attainment of students.</p> <p>AHT and DHT report to HT.</p> <p>Directors of Core report to DHT and HT on matters concerning staffing.</p> <ul style="list-style-type: none"> <li>• PM and appraisal process.</li> <li>• ‘Fireside’ meetings.</li> <li>• Progress Meetings.</li> </ul>	<p>AHT and DHT draw up plans from shared strategic vision with HODs and DOL.</p> <p>SLT track and monitor national trends and developments to measure and inform interventions at HGHS.</p> <p>SDP informs department and faculty DDP which then, in turn, inform budget plans and proposed interventions.</p> <p>Full review of data carried out of data monitoring points and feedback to departments. Whole school data tracked back to interventions.</p>
<b>Notes:</b>	<p>Some interventions (usually ad hoc) take place outside of this process. These are tracked by the AHT who links with the relevant member of staff.</p>	<p>Pupil Premium reports and spending previews are presented to the Governors Monitoring Committee who then report to the full governing body.</p>	<p>Annual Report provided to the governors and published on the school website.</p>

## Externally provided programmes

Programme	Provider
Tameside step out placements	Whitebridge and Elbridge School
BeWell	BeWell Tameside
Mental health support	New Rules
Just one favour - CCE workshops	<u>Odds Arts</u>
Knife crime workshop	The JJ effect
Kooth workshops	<u>Kooth</u>
Duke of Edinburgh	Duke of Edinburgh
Combined Cadet Force	Royal Air Force (RAF)
Launch Pad / Employability Skills	Young Enterprise
Halle Impresarios	Halle Orchestra Society
Money Sense – Personal Finance	Natwest Bank
GMACS	Bridge GM
ASK Programme - Apprenticeships	ASK - Amazing Apprenticeships
'HE Uncovered' workshop to Y9 and Why HE?' workshop to Y10	Greater Manchester Higher
Oxford Outreach seminar (Y9+10)	Corpus Christie
Industry reps from 5 key sectors (GMACS Big 5) for Careers Briefing and Q&A on pathways, opportunities and general advice for Life after Laurus – Y9+10	GMACS Workplace Safaris