

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 | 1062 |
| Proportion (%) of pupil premium eligible pupils | 39.08% |
| Academic year/years that our current pupil premium strategy plan covers | 2025-26 and 2026-7 |
| Date this statement was published | November 2025 |
| Date on which it will be reviewed | November 2026 |
| Statement authorised by | M Vevers, Exec Head of School |
| Pupil premium lead | R Carling, Head of School |
| Governor / Trustee lead | Sarah Marsden |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £409,920 |
| Recovery premium funding allocation this academic year | |
| 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 | £409,920 |

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 2024-25, 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:

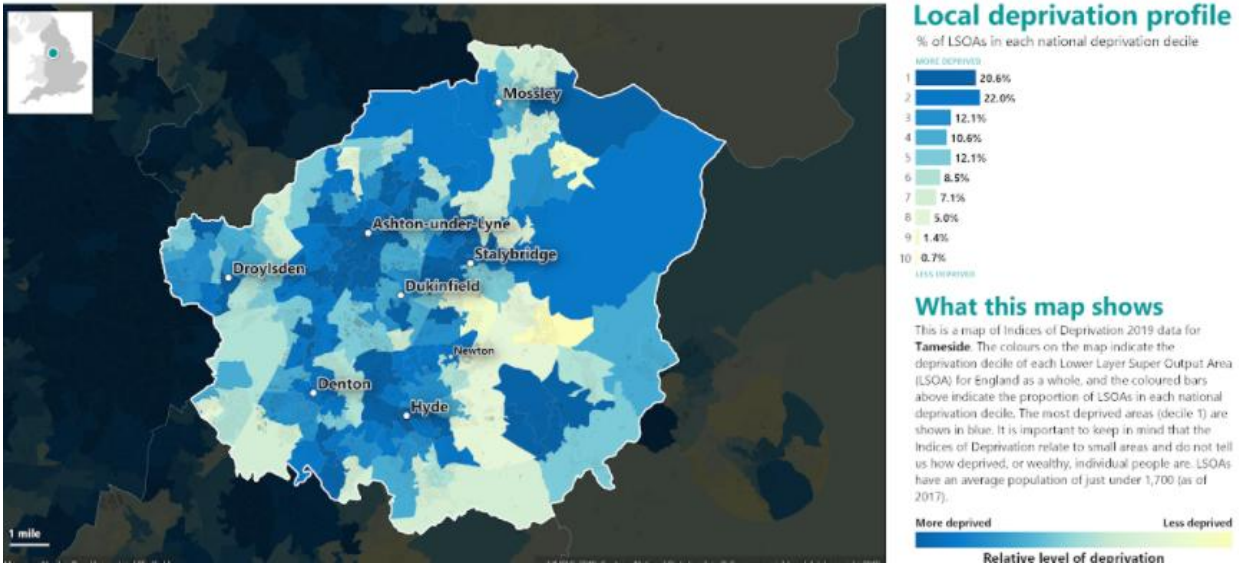
[Laurus Ryecroft, M43 7LJ, North West | Families of Schools Database | Education Endowment Foundation | EEF](#)

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 and 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 the 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.

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.

| Intended outcome | Success criteria |
|--|---|
| 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 of premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £220,000

| 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 context (what does disadvantage mean to Laurus Ryecroft)</i> | Addressing Educational Disadvantage – ‘Teachers who work in inclusive schools have to be well-trained in both special needs diagnosis and research-led pedagogy’ | 1,2,3,4,5,6 |
| <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: £125,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--------------------------------------|
| <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</i> | EEF Teaching and Learning Toolkit + 4 months | 1,2 |

| | | |
|--|--|---------|
| <i>additional tuition for maths where gaps are identified</i> | 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’ | |
| <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 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>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 |
| Rewards and motivation for readers, particularly, reluctant and emerging readers in our PP cohort. | EEF Teaching and Learning Toolkit + 4 months Since reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status (OECD, 2002), it is essential that we get our students reading to level the playing field and open the door to the future of their choice. ‘We should all teach with a focus on reading access, practise and enhancing reading ability. We should teach, model and scaffold pupils’ reading so that they become strategic and knowledgeable readers.’ (Quigley, 2020) ‘As soon as a pupil has mastered learning to read, reading to learn initiates this lengthy but vital process of discerning the specialness of reading in the subject disciplines.’ (Quigley, 2020) ‘Whatever your subject, at some point academic success depends on students’ ability to read.’ Didau, 2016 | 6 |

Wider strategies

Budgeted cost: £64,921

| 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 falls 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’ | 1,2,3,4,5,6 |
| <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 months | 2, 4, 6 |

| | | |
|--|--|-------------|
| <i>University experience with school</i> | By the end of year 9 all students who wish to go, will be able to have a school visit at Lancaster University | 1,2,3,4,5,6 |
| <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’ ‘Young carers are more likely to perform at one grade lower than other students’ | 1,2,3,4,5,6 |
| <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 |
| <i>Active citizenship programme</i> | Addressing Educational Disadvantage – ‘ensure that disadvantaged pupils experience the same formal and informal curriculum opportunities as their peers where possible’ ‘As beacons of humanity, schools have a duty to educate and protect the more vulnerable, and so strive to promote equality and social mobility’ | 1,2,3,4,5,6 |
| <i>‘Possible Selves’ Coaching Programme delivered by HOHs. 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 |
| <i>First in Family Campaign</i> <i>This is a unique partnership with the University of Manchester, specifically designed to widen student participation for those who would be the first in their family to go to university.</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 |

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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: £200,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Who | Evidence |
|---|---|-------------------------------|-----|--|
| <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 | RC | Addressed during whole staff inset and again during in-year professional learning. Quality first teaching strategies and delivered throughout the FPL calendar to enable better outcomes for all PP students. |
| <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 | RC | Pupil premium students are discussed first during each data meeting. Pupil premium students are prioritised for departmental intervention at these meetings |
| <i>Data meetings will focus on disadvantaged students and identify actions</i> | Addressing Educational Disadvantage - ‘Adopt a culture of early intervention’ | 1,2 | RC | All data meetings across all year groups start with pupil premium students. Data meeting are used to support pupil premium students with all early interventions and the disposal of the school |
| <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 | RC | Department development plans are cross-referenced against pupil premium outcomes. Leadership links monitor and check participation rates at educational visits |

| | | | | |
|--|--|-------------|----|---|
| | | | | and interventions rates for all pupil premium students. Interventions across all year groups support heavily weighted pupil premium participation; numeracy and literacy at KS3. |
| <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 | LC | Quality first teaching strategies and delivered throughout the FPL calendar to enable better outcomes for all PP students. ECT sessions through Ambition have a focus on improving outcomes for all students in schools. |
| <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 | LC | ARC books cover a range of different pedagogical research which are given dedicated time to discuss as part of whole school Professional Learning. |
| <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 | RC | Professional learning dedicated towards sharing quality first teaching strategies to help enable pupil premium students to achieve. ARC and FPL also gives staff the opportunity to share strategies and best practice across departments |
| <i>Additional training session – disadvantaged local context (what does disadvantage mean to Laurus Rycroft)</i> | Addressing Educational Disadvantage – ‘Teachers who work in inclusive schools have to be well-trained in both special needs diagnosis and research-led pedagogy’ | 1,2,3,4,5,6 | RC | Part of the pupil premium plan are discussed in staff training. Whole staff email reminders are used to share the pupil premium strategy, this strategy picks 6 items, one for each half term for staff to use as best practice within the classroom. |
| <i>LAC and Young Carer training</i> | Identification Practice of Young Carers in | 1,2,3,4,5,6 | RC | HOH allocated as Young Carer champion. Young carers shared with all staff and |

| | | | | |
|---|--|-----------|-----------|--|
| <i>for ECTs and new staff</i> | 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' | | | discussed within half termly data meetings. Training is supported by individual briefings for the most as risk students. |
| <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 | RH | As part of the Assessment and Reporting cycle form tutors share KASH reports with students and, supported, they set themselves targets for progress. Classroom teachers discuss targets and areas for improvement as part of whole school approaches to AfL. |
| <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 | PI / SEN? | At LR, all departments engage in Reading Across the Curriculum at KS3. Staff are provided with training, through INSETs and FPLs, and there is a Trust approach to disciplinary reading. Evidence: resources. All departments select and promote books for the academic reading lists. Evidence: reading lists. Weaker students engage in morning meeting reading, focusing on some of the books on the reading lists. This targets 36% of PP students across Y7&Y8. |
| <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 | LC | Dedicated FPL sessions on retrieval practice, desirable difficulties and how to reduce cognitive load for students. FPL on how to teach students to revise, and how to reduce cognitive load themselves. |

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

Budgeted cost: £100,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Who | Evidence |
|--|---|-------------------------------|-----|--|
| <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 | PI | All students are screened, following the Laurus Trust intervention schedule. The same process is followed for all students. 32% of PP students are identified as having a literacy need across KS3-KS4. Primarily at KS3 these students receive a range of interventions, including, Fresh Start, Toe by Toe, reading groups, depending on their level of need. |
| <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 | SEN | Fresh Start is a structured multi-sensory phonics programme designed for students with significant phonic, decoding and spelling difficulties in KS3. Lessons are scripted to ensure that prior learning is continuously embedded within each lesson. Students work through modules which include activities designed to improve phonological knowledge, decoding, reading fluency, comprehension, vocabulary, and spelling. |
| <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 | PI | 32% of PP students are identified as having a literacy need across KS3-KS4. Primarily at KS3 these students receive a range of interventions, including, Fresh Start, Toe by Toe, reading groups, depending on their level of need. |
| <i>LSA – targeted in class support</i> | EEF Teaching and Learning Toolkit + 1 month | 1 | RC | LSA’s are deployed to support students with literacy and numeracy. |

| | | | | |
|--|---|---|-------|--|
| | | | | LSA's review literacy and numeracy levels to ensure intervention takes place when needed |
| <i>Specialist English LSA to support with the English recovery curriculum</i> | EEF Teaching and Learning Toolkit + 6 months Closing the reading gap | 6 | RC | Literacy specialist works with PP students to continually address gaps in understanding. This process then enables rapid intervention to ensure no student is left behind. This process is aimed at KS3 Additional LSAs are deployed in KS4 lessons to support lower literacy PP students. |
| <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 | SEND | Students work through modules during this time which include activities designed to improve phonological knowledge, decoding, reading fluency, comprehension, vocabulary, and spelling. Alongside the Fresh Start modules, modules on diverse cultures around the world have been incorporated so that the pupils are still accessing a wide and varied curriculum. |
| <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 | RH/PI | The maths department have a structured plan for morning which feeds ,meeting numeracy into follow up work in directly The English department lessons delivers etymology morning meetings focused on Latin and Greek roots. This is for all students. "For too long, Latin has been seen as the preserve of the 'most able' – and students who were selected to participate in 'gifted and talented' programmes" Dr Arlene Holmes-Henderson |

| | | | | |
|---|---|------------|-----------------|--|
| <p><i>Small group intervention programme with numeracy specialist for students identified as requiring additional support</i></p> | <p>EEF Teaching and Learning Toolkit + 4 months</p> <p>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’</p> | <p>6</p> | <p>RH</p> | <p>Numeracy Specialist works with the Maths department to carry out testing and identify students in need of numeracy intervention. This is provided before school, after school and during the day. The Numeracy Specialist has delivered training for LSAs to support in delivering these sessions. Currently 11% of PP students in school are accessing some form of numeracy intervention.</p> |
| <p><i>Numeracy specialist LSA - targeted at disadvantaged – providing extra maths support before school using specialist maths teachers</i></p> | <p>EEF Teaching and Learning Toolkit + 4 months</p> <p>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’</p> | <p>1,2</p> | <p>SEN / RH</p> | <p>Numeracy Specialist identifies disadvantaged students requiring extra support through Numeracy Screening carried out with all KS3 students. Small intervention classes set up to support students using ‘Power of Two’ programme.</p> |
| <p><i>LAC students will receive 1-1 or small group additional tuition for maths where gaps are identified</i></p> | <p>EEF Teaching and Learning Toolkit + 4 months</p> <p>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’</p> | <p>1,2</p> | <p>RH</p> | <p>Identified as a priority throughout all LAC students PEPs</p> |

| | | | | |
|--|---|---------|-----|--|
| Support departments with the purchase of online resources to aid departments with recovery | 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 | RC | Departmental bidding directly supports departments with individual requests based upon their needs for students. Bids are reviewed after each year to ensure the spend is fit for purpose. Further support is given to educational visits and exam resources. Clubs, electives and other initiatives also have the opportunity to bid help address any disadvantage |
| Disadvantaged students will have access to music tuition | EEF Teaching and Learning Toolkit +2 months | 1,3 | AS | Contribution towards GCSE music lessons for eligible students. |
| 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 | SEN | The SEMH specialist works alongside the HOYs to identify students in need of SEMH intervention. This can include social skills group, exam-based anxiety, social stories, emotional regulation, building up self-esteem and coping strategies, or any work that is needed in relation to Social, Emotional and Mental Health needs. |
| Rewards and motivation for readers, particularly, reluctant and emerging readers in our PP cohort. | EEF Teaching and Learning Toolkit + 4 months Since reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status | 6 | RC | All year 7 PP students are given a reading book upon starting Laurus Ryecroft Book reviews are linked to departmental badges and are disrupted weekly as part of morning meetings |

| | | | |
|--|--|--|--|
| <p>(OECD, 2002), it is essential that we get our students reading to level the playing field and open the door to the future of their choice.</p> <p>‘We should all teach with a focus on reading access, practise and enhancing reading ability. We should teach, model and scaffold pupils’ reading so that they become strategic and knowledgeable readers.’ (Quigley, 2020)</p> <p>‘As soon as a pupil has mastered learning to read, reading to learn initiates this lengthy but vital process of discerning the specialness of reading in the subject disciplines.’ (Quigley, 2020) ‘Whatever your subject, at some point academic success depends on students’ ability to read.’ Didau, 2016</p> | | | |
|--|--|--|--|

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

Budgeted cost: £41,545

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Who | Evidence | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-------------------------------|------|---|--|----|--------|------|--------|-----|-----|----|--------|-----|-----|----|--------|-----|-----|----|---------|-----|-----|----|---------|-----|-----|----|---------|-----|-----|----|
| <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 | RC | Assigned SLT member to liaise with assessment lead to support PP outcomes. FPL delivered on disadvantaged strategy. Participation, outcomes and attendance are all closely monitored and reported at leadership level | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | RC | Assistant HOY to support the HOYs with daily attendance calls, prioritising PP students. <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>91%</td> <td>95%</td> <td>4%</td> </tr> <tr> <td>Year 8</td> <td>88%</td> <td>93%</td> <td>5%</td> </tr> <tr> <td>Year 9</td> <td>88%</td> <td>94%</td> <td>6%</td> </tr> <tr> <td>Year 10</td> <td>90%</td> <td>94%</td> <td>4%</td> </tr> <tr> <td>Year 11</td> <td>89%</td> <td>94%</td> <td>5%</td> </tr> <tr> <td>Overall</td> <td>90%</td> <td>94%</td> <td>4%</td> </tr> </tbody> </table> | | PP | Non PP | Diff | Year 7 | 91% | 95% | 4% | Year 8 | 88% | 93% | 5% | Year 9 | 88% | 94% | 6% | Year 10 | 90% | 94% | 4% | Year 11 | 89% | 94% | 5% | Overall | 90% | 94% | 4% |
| | PP | Non PP | Diff | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 7 | 91% | 95% | 4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 8 | 88% | 93% | 5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 9 | 88% | 94% | 6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 10 | 90% | 94% | 4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 11 | 89% | 94% | 5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | 90% | 94% | 4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <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 | 1,2,3,4,5,6 | RH | Data and Intervention meetings identify students who would benefit from intervention. Heads of House act on the outcomes from the meetings. Data from meetings highlight disadvantaged groups. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|---|--|-------------|-----|---|
| | by the British Psychological Society are addressed: Mental Health; Physical Health; Attitudinal/systemic; School behaviour related' | | | Heads of House use VAC and DALP data sheets, generated from data collection, to identify students in disadvantaged groups who require intervention. |
| <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 | RH | Outcomes from Data and Intervention meetings include a focus on behaviour for learning. The data includes information on not only disruptive behaviours but also specific behaviours for learning. All data shared includes information regarding disadvantaged groups. |
| <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' | 1,2,3,4,5,6 | SEN | An SEMH specialist was appointed last academic year to support students with social, emotional, mental health needs to provide one to one or small-group interventions. |
| <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 | SEN | The SEMH specialist works alongside the HOYs to identify students in need of SEMH intervention. This can include social skills group, exam-based anxiety, social stories, emotional regulation, building up self-esteem and coping strategies, or any work that is needed in relation to Social, Emotional and Mental Health needs. |
| <i>Apertura</i> | Apertura is a three-year academic enhancement programme designed to encourage academic enquiry and conversation | 1,2,3,4,5,6 | SB | Apertura improves student confidence for future interviews – especially for competitive entry universities. The debate supervisions follow three tripos – physical sciences, social sciences and humanities and include high-level academic debates on logic, evolution, the literary canon, post-truth arguments, philosophy. Socratic dialogue is introduced to support students to make their voice heard. |

| | | | | |
|--|--|---------|----|---|
| | | | | <p>Apertura includes a fully-funded Oxford university residential in the summer of Year 11.</p> <p>We also invite a range of academic guest lecturers from a wide range of Russell Group universities to support students to realise their aspirations for the future.</p> <p>Apertura groups are inclusive to fully reflect the vulnerable and disadvantaged groups of our school community:</p> <p style="padding-left: 40px;">Year 10 – 10%</p> <p style="padding-left: 40px;">Year 11 – 26%</p> |
| <i>Study visits to enhance aspiration and cultural capital</i> | EEF Teaching and Learning Toolkit +2 moths | 2, 4, 6 | SB | <p>From Year 7 all the way through to Year 11, students are given opportunities to engage with university academics and research and visit and experience different types of universities, both in the UK and overseas. Our links with the Universities of Oxford, Cambridge, Sheffield, Durham, Manchester, and Newcastle, among others, enable us to inform and educate all our students about the opportunities and possibilities that are open to them when they go on to their Life After Laurus. Our Academic Enhancement & Aspiration Lead cultivates links with Russell Group universities to ensure that there is a trip programme for all students at Key Stage 3:</p> <ul style="list-style-type: none"> • All Year 7 – University of Manchester • All Year 8 – University of Liverpool <p>These trips are fully funded and every student in each year group is invited.</p> |

| | | | | |
|--|--|-------------|-------|--|
| <i>Electives programme</i> | EEF Teaching and Learning Toolkit +2 months | 1,2,3,4,5,6 | BD | The electives programme is integral in realising the Laurus Trust vision through taking students experiences beyond the classroom and to develop a range of skills and qualities in areas they would otherwise not be able to. Each of the electives are underpinned by one of our four cornerstones, Academic Aspiration, Competition and Physical Endeavour, Culture Creativity and Rhetoric and Leadership and Service. Electives are carefully designed so that they are accessible for all students regardless of background or circumstance. |
| <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 | JS/BD | Bespoke Electives (Enhance and Aspire) offers further opportunities for Disadvantaged students to enrich their cultural capital. Funding is allocated so that external programmes including the CCF and DoE are accessible with fully funded places available for disadvantaged students. Furthermore, annual year groups including Theatre Trips and University campus visits offer students the opportunity to increase their cultural capital. |
| <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 | BD | The Life after Laurus programme supports the Trust vision that all students regardless of background or circumstance are supported. The baseline offer ensures that 100% of disadvantaged students have opportunities across all eight Gatsby benchmarks. In addition to the Trust Careers advisor which 100% of disadvantaged students have had a Futures appointment, we also work with external agencies including Positive Steps, GMACS, ASK and Tameside Careers Service to ensure that |

| | | | | |
|---|--|-------------|-------|---|
| | | | | disadvantaged students receive enhanced Careers education, information and guidance across Years 8-11. |
| <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 | RC | Laptops acquired using PP funding to support students throughout the academic year. In addition, PP+R clubs have been created daily, throughout the school day and after school to support students with learning online. |
| <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 | RC/DS | Led by our assigned HOH with a responsibility for Young Carers, with a member of SLT overseeing the process. These meetings take place each half term and progress and attendance is discussed at each meeting. |
| <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 | 1,2,3,4,5,6 | DS | Led by our assigned HOH with a responsibility for Young Carers. These meetings take place each half term and progress and attendance is discussed at each. Each student is asked alongside parents if they require anything to support their learning |

| | | | | |
|--|--|-------------|----|---|
| | lower than other students' | | | |
| <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' 'Young carers are more likely to perform at one grade lower than other students' | 1,2,3,4,5,6 | DS | 10 of our young carers have taken part in a trip to the Peak District. The trip supports resilience and builds relationships with staff and students. 23 PP students are also young carers (66%) |
| <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 | RC | All disadvantaged students have to opportunity to take part in voice workshops led by our trust leads |
| <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' The more cultural capital you have, the easier it is to gain. (Bourdieu, 1986) | 1,2,3,4,5,6 | ME | A carousel of different sessions to take students beyond their usual experiences and to level the playing field for disadvantaged students. Sessions included: Martial Arts, sushi making, yoga, aspiration, origami, Korean Culture, Manchester history and landmarks To complete the elective, students also engaged with a trip into Manchester City Centre (April 2022), visiting 2 museums, several landmarks (including the Alan Turing memorial/Canal St- LGBTQ+ awareness) and a restaurant. Mobile phones were not permitted during the trip to ensure engagement. |
| <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 | RC | All students experience at least one university visit per year. This trip is part of raising academic aspirations and is practically supported by the pupil premium budget. |
| <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 | BD | All year 9 students are given the opportunity to take part in careers master classes. These classes allow students to think about their careers from the beginning of the year. Consequently, no year 10 students end up on AP and all complete the full curriculum offer. |

| | | | | |
|---|---|--------------------|-----------|--|
| <p>‘Possible Selves’ Coaching Programme delivered by HOHs. <i>This programme is for students identified as having low aspirations (attitudes and habits scores) following Termly Data Meetings</i></p> | <p>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’</p> | <p>1,2,3,4,5,6</p> | <p>SB</p> | <p>Possible Selves is an intervention programme for Y7-10 students who are identified as lacking confidence or motivation to engage fully with the school vision. The AE&A Team hold small group tutorials for students to motivate and inspire students to develop the Laurus qualities, attitudes and habits. Tutorials focus on the following areas:</p> <ul style="list-style-type: none"> • Achievement - Study Skills and organisation • Expectations - Attendance and Behaviour • Futures - Aspirations post-16 • Culture - Discretionary Effort |
| <p>First in Family Campaign <i>This is a unique partnership with the University of Manchester, specifically designed to widen student participation for those who would be the first in their family to go to university.</i></p> | <p>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’</p> | <p>1,2,3,4,5,6</p> | <p>SB</p> | <p>A series of lectures, workshops and presentations with our partner at the School of Environment, Education and Development in the University of Manchester - Dr Alex Baratta.</p> <p>Students explore the Higher Education pathway, culminating in a fully funded trip to the University of Manchester where parents/carers are invited with their child to explore the building, sit in on a lecture and ask any questions about the university process.</p> <p>PP students are prioritised as per the university's widening participation criteria.</p> |

Total budgeted cost: £ 341,545

GCSE results 2024-5

2024-25 Headline figures

| | Cohort Size | Attainment 8 | Ebacc Entry | Eng & Maths 4+ | Eng & Maths 5+ | Eng & Maths 7+ |
|----------|-------------|--------------|-------------|----------------|----------------|----------------|
| 2024 | 150 | 52.16 | 78.0% | 80.0% | 54.0% | 11.3% |
| 2025 | 208 | 51.55 | 66.3% | 73.6% | 50.5% | 18.8% |
| Tameside | 2927 | 43.4 | 35.1% | 62.2% | 40.3% | - |

Headlines by Groups PP / Non PP

| | Cohort Size | Attainment 8 | Ebacc Entry | Eng & Maths 4+ | Eng & Maths 5+ | Eng & Maths 7+ |
|--------|-------------|--------------|-------------|----------------|----------------|----------------|
| PP | 70 | 44.58 | 38.9% | 55.6% | 38.9% | 11.1% |
| Non-PP | 138 | 55.25 | 80.9% | 83.1% | 56.6% | 22.8% |

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:

| | Day to Day short term | Medium Term | Longer Term |
|---|--|---|---|
| Staff and/or positions involved: | <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"> • PM and appraisal process. • 'Fireside' meetings. • Progress Meetings. | <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> |
| Notes: | <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 |
| Learn 2 Earn | Young Enterprise |
| Positive Steps - | Tameside Careers Service |
| GMACS | Bridge GM |
| ASK Programme - Apprenticeships | ASK - Amazing Apprenticeships |
| STEM Outreach | |
| 'HE Uncovered' workshop to Y9 and Why HE?' workshop to Y10 | Greater Manchester Higher |
| Oxford Outreach seminar (Y9+10) | Corpus Christie |
| University outreach | Variety of other universities |
| 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 |
| Military Mentors | UK Military Mentors |