

# UHS Pupil premium strategy statement 2022 - 2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged students. 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 as at 01.09.2022

Detail	Data
School name	Uxbridge High School
Number of pupils in school	Total 1346 Y7-11 1,131 Sixth Form 215
Proportion (%) of pupil premium eligible pupils	Year 7 – 35% Year 8 – 37% Year 9 – 33% Year 10 – 38% Year 11 – 38%
	Overall - 36%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	L Seymour
Pupil premium lead	J Kerrisk
Governor / Trustee lead	C Lori

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 401,715
School contribution	£64,274
School Shop Income	£ 2,500
<b>Total budget for this academic year</b>	<b>£ 468,489</b>
Recovery Premium	*£112,608
National Tutoring Programme	*£61,045
16-19 Tuition Fund	*£10,064
	*Funding to be split between PP and non-PP students

## Part A: Pupil premium strategy plan

### Statement of intent

Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing schools. Even though its causes are entrenched and complex, it is clear that schools can make a difference. We believe that great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children. In line with EEF's guide and recommendations, we acknowledge that by taking a tiered approach to Pupil Premium spending teaching should be the top priority. We use the Pupil Premium Funding to offer targeted support for struggling students. This also considers implementing strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support. We also acknowledge the fact that not all PP students are low attainers, so we continue to support all including our most-able disadvantaged students.

As an inclusive school, our ultimate goal is that no child is left behind socially or academically because of disadvantage. We strive to remove the soft bigotry of low expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

Research has found that disadvantaged students have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of students qualifying for pupil premium nationally. It is therefore more important than ever that we focus on support for our disadvantaged students. The cost-of-living crisis is also an issue we are monitoring closely and supporting students and families where appropriate.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<i>Low literacy and comprehension levels which prevent some PP students from fully accessing the curriculum. Students with SEN face additional challenges.</i>
2	<i>Some PP students lack self-esteem and confidence which results in them choosing to remain passive learners in the classroom leading to lower progress.</i>
3	<i>Room for increased challenge when learning which will lead to accelerated progress for some PP students as it allows them to engage with higher order thinking skills.</i>
4	<i>Attendance and Punctuality below 95% has a negative impact on student progress. Persistent absence (below 90%) can seriously damage a student's chance of future success. This is a significant barrier to learning for many disadvantaged students.</i>
5	<i>Social, emotional and mental health issues caused by broken family structures, low parental engagement, education not being valued in the local community and the lack of positive role models.</i>
6	<i>Lack of access to wider educational and cultural experiences limiting exposure to cultural capital.</i>
7	<i>Lost learning due to the impact of covid.</i>
8	<i>Impact of the cost-of-living crisis on PP families</i>

## 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
<p><b>1 Low literacy</b></p> <p>As part of our reading recovery and literary canon action plan, we identify PP students who may be disadvantaged by a literacy gap and underdeveloped vocabulary. These students benefit from our literacy strategy of closing the gap through 'Bedrock' which was launched this year. In form time students' complete elements of the literary canon as they are exposed to good quality reading of well-chosen texts. Lucid testing for targeted students through baseline has offered us an excellent tool to identify earlier any student whose fluency and comprehension are not on a par with their reading age. Students</p>	<p>High quality intervention sessions are delivered that ensure that appropriate progress is made at the Foundation level in developing reading skills. Students become more independent and fluent at reading and take control over their own development. Reading skills are in line with actual age or their peers. Students reading speed increases.</p> <p>Continuous assessment is effectively used through Bedrock.</p>

<p>can then be placed in several literacy interventions including a new, more intensive Y7L intervention group, a literacy nurture group or in class adapted teaching. All Year 7 and Year 8 students now read from our E-Platform which allows them to develop their reading without having to buy books. Year 8 and Year 9 literacy intervention allows students to develop both reading and writing skills. 1-1 reading opportunities are also available for students whose reading is well below RA. Oracy is built into all curriculums and is developed further through speaking competitions. All students present in front of their peers further developing oracy skills. In Year 10, students use Bedrock mapper as a way of closing the tier 3 vocab gap.</p> <p>SEN PP students are given access arrangements that they require to access the curriculum. Staff are given clear communication around the adaptations required for each child in their class. CPD is provided to share strategies for improving teaching and learning for specific groups of SEN students, leading to better delivery and progress of students in lessons.</p> <p>The Education Endowment Foundation (EEF) describe language and literacy as the building blocks for academic success, a fulfilling career and a rewarding life. The EEF toolkit identifies the positive impact of oral language interventions (+ five months), Phonics (+ four months), and reading comprehension strategies (+ five months), which are all part of our support curriculum. The EEF also acknowledges that 'focus on language and literacy is especially important for pupils with English as an Additional Language'.</p> <p>Mobility is an ongoing issue for the community we serve and many of our new pupils are EAL. The EEF identified the following recommendations which form the basis of our approach to improving literacy. 1) Prioritise 'disciplinary literacy' across the curriculum 2) Provide targeted vocabulary instruction in every subject 3) Develop students' ability to read complex academic texts 4) Break down complex writing tasks 5) Combine writing instruction with reading in every subject 6) Provide opportunities for structured talk 7) Provide high-quality literacy interventions for struggling students</p>	<p>Students' oracy (including speech and language) are sufficiently developed to that they can access the curriculum.</p> <p>Using prior attainment data staff can plan lessons for SEN students more effectively. SEN students can more confidently access the curriculum. Provision for Year 7 &amp; 8 will be monitored and evaluated to improve intervention systems going forward so that they have a greater impact.</p>
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<p><b>2 Learning in the classroom</b></p> <p>All PP students consistently receive high quality teaching and learning which supports and challenges them to make good or better progress from the Foundation years through to the Advanced years. Students takes risks and are not afraid to make mistakes. Teachers check for gaps in learning and adapt teaching where appropriate. Where intervention is needed, it is personalised. This approach will help ensure that every Pupil Premium student makes progress in line with their peers. PP students to be explicitly targeted by school leaders where needed to raise motivation – especially in the Mastery and Advanced years; and aspiration – especially in Foundation and Transition years. Curriculum maps are reviewed, updated and highlight support for PP students.</p>	<p>Effective use of Question Level Analysis (QLA) for academic transition; this will pinpoint areas of curriculum for catch-up and adaptive teaching.</p> <p>Barriers to learning across all year groups are quickly identified and addressed. Monitoring and tracking procedures are robust. Interventions are planned by curriculum areas and reviewed to support/accelerate progress. Groups such as, WBR, SEN and Services children will be effectively supported by teaching staff and by the pastoral team where needed; appropriate provisions will be in place, appropriate resources will be used and appropriate in-class support will ensure this group of students achieve their outcomes in a timely manner.</p> <p>The overall academic progress and attainment of every Pupil Premium student will be monitored regularly by senior leaders, school governors, curriculum leaders and heads of house.</p> <p>Reduce the progress 8 gap to &lt; 0.1      Reduce the attainment 8 gap to &lt; 0.5</p>
<p><b>3 Stretch and Challenge</b></p> <p>Increased challenge in all subject/curriculum areas so that it is consistently high for all but especially for PP students who should not be seen as just low achieving students. Teaching and Learning ensures that lessons are consistently differentiated so that there are better and more scaffolded steps built in to learning over time. Skills required across curriculum areas are highlighted to support students in making links. Feedback is meaningful and purposeful which helps accelerate learning. The sequencing of curriculum maps will ensure students build on prior learning in key knowledge, skills and concepts.</p>	<p>Learning walks and work reviews will show that differentiation and scaffolding for PP students is personalised and targeted so that students can be seen to be making rapid and sustainable progress. Staff use a variety of feedback and adapt their teaching to which students use to make progress. CLs use ALPs at advanced level to ensure the most able students continue to be stretched and challenged.</p> <p>High attaining PP students will be identified and will continue to work at a high level throughout their time at UHS. As a result of a carefully planned curriculum, students will make rapid and sustained progress and excel across a wide range of subjects. Some high achieving PP students will be identified to participate in some of the Online Tutoring sessions to so as to accelerate learning.</p>
<p><b>4 Attendance and Punctuality</b></p> <p>Working together to improve school attendance, to reduce the gap in attendance between PP and non-PP to zero. Attendance is everyone’s responsibility. The link between</p>	<p>Support and interventions are targeted at students and parents to impact on reducing the gap.</p>

<p>attendance and academic achievement in schools has been evident for many years.</p> <p><b>Working together to improve school attendance:</b> The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Moreover, the overall absence rate of pupils not meeting the expected standard was higher than among those meeting the higher standard (4.7% compared to 2.7%). At KS4, pupils not achieving grade 9 to 4 in English and maths had an overall absence rate of 8.8%, compared to 5.2% among those achieving grade 41.</p> <p>The overall absence rate of pupils not achieving grade 9 to 4 was over twice as high as those achieving grade 9 to 5 (8.8% compared to 3.7%).<sup>2 12.</sup></p> <p>For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. This includes crime (90% of young offenders had been persistently absent)<sup>3</sup> and serious violence (83% of knife possession offenders had been persistently absent in at least 1 of the 5 years of study).</p>	<p>Student and parent needs are identified, and appropriate interventions implemented.</p> <p>Staff at all levels from tutor, HOL, AHOL Leadership are active in improving attendance of PP students and support a positive attendance culture.</p> <p>Rewards for good attendance are valued by students.</p> <p>Barriers for non-attendance EG: inappropriate curriculums are removed.</p> <p>Sanctions are applied consistently and where appropriate.</p>
<p><b>5 Social, Emotional &amp; Mental Health</b></p> <p>Pastoral and behavioural support will be carefully planned so that every child is ready to learn and so that they can access the curriculum more confidently. Students that are at risk of exclusions have positive behaviour strategies put in place that allow them to see the value and importance of learning which in turn prevents them from missing out on education.</p>	<p>Barriers to learning are identified so that both student and family can be supported throughout the student's educational experience at Uxbridge High School. Examples include - 1:1 mentoring, anxiety small groups, self-esteem small groups, referral to external agencies, group social skills work and homework support, home visits.</p> <p>Students supported with mental health and well-being issues by the mental health support team that act as a barrier to learning.</p> <p>Personalised action plans (Behaviour Support Plan &amp; Pastoral Support Plan) are successfully monitored and evaluated by school leaders and the pastoral team to accelerate student progress.</p>

	<p>Behaviour Support Plans are followed by all staff to ensure PP students have positive experiences in class and around school.</p> <p>All students respond positively to the school's 'proud' values. They demonstrate qualities such as being positive, respectful, open-minded, unique and determined.</p> <p>Students who have had experienced early life trauma are supported, monitored and helped to become confident and independent.</p>
<p><b>6 Wider Education &amp; Cultural Capital</b> Provide opportunities for learning beyond the classroom. Pupil Premium students regularly take part in a variety of out of lesson activities which will form lifelong memories and contribute towards the enrichment of our students' character.</p> <p>Continue to develop independent CEIAG using Gatsby benchmarking to ensure that PP students get appropriate support especially at transition times; Foundations through to Advanced.</p>	<p>PP students will be targeted for enrichment opportunities and encourage to participate in the enrichment club programme. These experiences will increase their cultural capital. Students will be clear about their local (Hillingdon) and national heritage and will use the knowledge and understanding that they gain from these experiences to enhance their work, behaviour and aspirations. The participation of all enrichment activities to be at least 40% of Pupil Premium students.</p> <p>At least 40% of the Student Leadership Team to consist of PP students.</p> <p>The House teams monitors the overall rewards and interventions for all Pupil Premium students. The attendance of Pupil Premium students to extra-curricular clubs will be monitored each half term and those who do not attend will be encouraged to try one.</p> <p>Students start to become aware of the importance of careers from 7.</p> <p>Aspirations/ career paths are regularly discussed and linked to local employment opportunities. Parents and carers support learning at home and are in regular communication with the school regarding educational next steps. Attendance on all trips and visits to be at least 40% of Pupil Premium students. Destinations for all students is closely monitored including disadvantaged Sixth Form students, where they are fully supported in making informed decision on choosing the right career path for them.</p>
<p><b>7 Learning catch-up due to impact Covid</b> Taking into account the impact of Covid – 19 on the lives of disadvantaged students, the school continues to support the needs of these students.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one and in small groups.</p>

<p>The <b>recovery premium</b> to be used to: support the quality of teaching, such as staff professional development, provide targeted academic support, such as tutoring, deal with non-academic barriers to success in school, for example, behaviour, attendance, and social and emotional support.</p> <p><b>National Tutoring programme</b> Tutoring is one of the most effective tools for helping pupils recover lost education and many students have already benefited last year from the NTP. Engaging with this programme again will help provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p><b>Academic Mentoring</b> Target students and offer support to those who are currently at risk of achieving a grade below a 4 in English Maths and Science.</p>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>One to one tuition approaches can enable students to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>Small group tuition approaches can support students to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to student understanding.</p> <p>PP students to be offered laptops, tablets and 4G wireless routers where needs arise so that they can confidently access remote education.</p> <p>Increased number of students achieving a grade 4 or above across all subjects.</p>
<p><b>8 Cost of living crisis</b></p> <p>Families across the UK are feeling the impact of the cost-of-living crisis. Rising energy costs, bills and inflation look set to create a harsh winter for Pupil Premium families. The school is aware that a lack of money limits the opportunity of pupils on a day-to-day basis. However, it is important that pupils are given the opportunity to share how the cost-of-living crisis may also impact wider aspects of school life.</p> <p>It's important not to underestimate the impact that financial hardship can have, especially on those who are already disadvantaged or vulnerable. In some cases, students' wellbeing and mental health may be significantly affected, especially coming on top of the long-term impacts of the pandemic.</p>	<p>Signpost Pupil Premium students to any sources of financial support that might be available for example through existing bursary and scholarship schemes.</p> <p>Proactively look out for students who may benefit from additional financial support, especially those are most vulnerable</p> <p>Make sure information is available about other potential sources of financial support and advice</p> <p>Continue to provide free breakfast for all students at school from 7:45am</p> <p>Pupil Premium students continue to get good quality meals provided to them that considering the impact of inflation</p>



## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above. The recovery premium will also be used to support in line with the needs of the students.

## High Quality Teaching

Budgeted cost: £237,416

Activity	Evidence that supports this	Challenge number addressed
<p><b>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</b></p> <p><b>UHS Curriculum:</b> Review all curriculum maps annually and SOW regularly to ensure the content and delivery meets the needs of all our students. Students know more and remember more. There is a culture where all members of the community value all aspects of the curriculum equally. <b>The UHS Way</b> – We develop the whole student in a safe, inclusive and supportive environment. A school which consistently nurtures students’ ambitions ensuring all are PROUD of their success.’ All students confidently access all aspects of the school curriculum. Introduce DPR system and track its delivery and impact on student progress. Lessons include opportunities for both <b>guided practice</b> and <b>independent practice</b>. Guided practice includes teacher to student and student activities.</p> <p><b>The wider curriculum:</b> Opportunities are sign posted on all curriculum maps, they then happen and/or the impact on learning and enjoyment is reviewed.</p> <p><b>Transition Curriculum:</b> Ensure our Y7 curriculum follows the learning at primary school and prepares students for the demand of the UHS curriculum. Review the current Y7 maps based on feedback from primary schools. Ensure all PP students complete the Y6/7 transition work during the summer and at the start of</p>	<p>The EEF Guide to Pupil Premium – August 2021  <a href="https://d2tic4wvo1iush.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iush.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p> <p>The forgotten: How White working-class pupils have been let down, and how to change it - Education Select committee report 2021  <a href="https://publications.parliament.uk/pa/cm5802/cmselect/cmeduc/85/8502.htm">https://publications.parliament.uk/pa/cm5802/cmselect/cmeduc/85/8502.htm</a></p> <p>Supporting the Attainment of Disadvantaged Pupils  <a href="https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils">https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils</a></p> <p>Teaching and Learning toolkit  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>Wider strategies - Transition  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p> <p>Special Educational Needs in Mainstream Schools</p>	<p>1237</p>

<p>September. Students to attend the summer school at the end of July.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p><b>DFE - SEN Codes of Practice</b>  <a href="https://www.gov.uk/government/publications/send-code-of-practice-0-to-25">https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</a></p> <p><b>Diagnostic Assessments</b>  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/news/Diagnostic%20Assessment%20Tool.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/news/Diagnostic Assessment Tool.pdf</a></p> <p><b>DFE: The reading framework: teaching the foundations of literacy</b>  <a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p> <p><b>Remote schooling: new EEF evidence review highlights core features that can unlock its potential</b>  <a href="https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning">https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning</a></p> <p><b>Retrieval Practice</b>  <a href="https://www.retrievalpractice.org/why-it-works">https://www.retrievalpractice.org/why-it-works</a></p> <p><b>Mastery Learning</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p><b>Adaptive Teaching</b>  <a href="https://bold.expert/adaptive-teaching-rethinking-the-nature-of-learning-in-schools/">https://bold.expert/adaptive-teaching-rethinking-the-nature-of-learning-in-schools/</a></p> <p><b>Assess, adjust, adapt</b>  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you">https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you</a></p>	
<p><b>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</b></p> <p><b>The UHS Way:</b> Ensure all staff understand The UHS Way, believe in The UHS Way and deliver: Create whole school behaviours that ensure all staff honour their role and want to be the best versions of themselves. Use September training days to share this vision, ensure colleagues gain an understanding of the mantra and the key knowledge required to generate a feeling of trust, optimism, positivity and belief.</p> <p>Leaders ensure that teachers receive focused and highly effective professional development. Teachers’ subject, pedagogical and</p>	<p><b>Feedback</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><b>National College: Remote CPD for Teachers Can Improve Pupil Outcomes</b>  <a href="https://blog.thenationalcollege.co.uk/news/eef-remote-cpd-for-teachers#:~:text=EEF%3A%20Remote%20CPD%20for%20Teachers%20Can%20Improve%20Pupil,for%20teachers%2C%20ultimately%20leading%20to%20improved%20pupil%20outcome">https://blog.thenationalcollege.co.uk/news/eef-remote-cpd-for-teachers#:~:text=EEF%3A%20Remote%20CPD%20for%20Teachers%20Can%20Improve%20Pupil,for%20teachers%2C%20ultimately%20leading%20to%20improved%20pupil%20outcome</a></p> <p><b>Effective Professional Development</b></p>	1237

<p>pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum. Leaders will insist that there is equality of opportunity for all across the school.</p> <p><b>Feedback</b> to focus on ensuring Pupil Premium students are making progress. High quality feedback to Pupil Premium students will help with learning/catch-up and progress. Timely assessment and feedback methods are used to motivate and encourage progress. The 3 principles of effective feedback are applied in all lessons. Using school data to identify PP Haps and make sure that these students are challenged at all times.</p> <p>Use of <b>CPD</b> sessions to promote latest research in classroom practice to enhance the quality of teaching and learning. For example – the GROW teacher model, the early careers framework, the National College. This also includes the UHS curriculum recommended reading and research. Examples include The CPD Curriculum by Zoe and Mark Enser and Running the Room by Tom Bennett.</p> <p><b>Improve and develop leadership at every level</b> to ensure that whole staff professional development leads to improved outcomes for all PP students. A range of appropriate leadership opportunities / CPD training made available each academic year to staff.</p> <p>The teaching and learning team ensure the consistency of The UHS Classroom in every lesson, every day. LPT become visible leaders of this CPD raising the profile of them as experts, disseminating latest research. LPT to deliver high quality training to ECF1, ECF2, TF devise and apply a success criterion for what good training involves. This is shared with all staff responsible for delivering training. Lead practitioners are linked with curriculum areas to support the monitoring of teaching and learning. All leaders focus on improving the success of all students within their curriculum area by having the highest ‘gold’ expectations for all students.</p> <p>Use of Teacher WalkThrus as ongoing CPD for colleagues – inclusion of this into CPD curriculum, Teaching and Learning newsletter and on desktops.</p> <p><b>ASPIRE</b> sessions to include:</p> <ul style="list-style-type: none"> <li>• Assessment and Feedback</li> <li>• Knowledge recall for improved outcomes</li> <li>• Ambitious Leadership</li> <li>• Motivation to Learn</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	
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<p><b>Trustees</b></p> <p>Work with and support Trustees so that they can actively support their role as the lead for Pupil Premium.</p>		
<p><b>Mentoring and coaching</b></p> <p>GROW teacher – culture of coaching where everyone seeks to improve. Fully implement effective GROW model building on foundations of last year.</p> <p>Careers in Teaching, 1:1 interviews for ECT1s and ECT2s</p> <p>Provide training in how to give high quality feedback.</p> <p>Mentors and mentees take ownership over record keeping. Mentors and those with mentoring/coaching responsibilities feel confident challenging fellow colleagues to be the best they can be. Mentors to receive training on having difficult conversations.</p>	<p><b>Mentoring</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p><b>Coaching for teaching and learning: practical guide for schools</b>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/327944/coaching-for-teaching-and-learning.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/327944/coaching-for-teaching-and-learning.pdf</a></p>	
<p><b>Recruitment and retention of teaching staff</b></p> <p>Pay structures – consistency and monitoring. Review and benchmark all pay and allowances. Look at teacher contact hours to ensure the focus is productivity with students. Review the TLRS to ensure they are representative of the role and in line with other schools.</p> <p>Develop and review flexible working model and policy to ensure productivity from all staff. Review the contracts of all support staff and compare 52-week contracts with term time contracts to ensure efficiency.</p> <p>Use benchmarking tools effectively to plan for succession planning and sustainability. Create opportunities for staff to consider their health and well-being. Ensure well-being is a focus of all we do, consulted on and a joint responsibility between colleagues and the school.</p> <p>Additional staff recruited across all subject areas to enable subject specialists to deliver the curriculum.</p> <p>In departments where recruitment is difficult, we work with recruitment agencies who find teachers. Leadership opportunities are created in line with whole school priorities to ensure that excellent teachers are retained.</p> <p>Middle leadership and roles ensure that excellent teaching staff are retained, developed and given the opportunity to improve the quality of teaching and learning within the school</p>	<p><b>Recruitment and Selection</b>  <a href="https://educationendowmentfoundation.org.uk/public/files/Recruitment_and_retention_guidance_FINAL..pdf">https://educationendowmentfoundation.org.uk/public/files/Recruitment_and_retention_guidance_FINAL..pdf</a></p>	

<p><b>Technology and other resources focussed on supporting high quality teaching and learning</b></p> <p><b>Blended Learning</b></p> <p>Consolidation and development of school online learning resources to support <b>blended learning</b> and reinforce core skills in school. Examples include the use of Microsoft Teams, Class Charts, DPR, Bedrock Literacy Canon and E-Books. Blended learning uses online apps and programs to teach concepts where PP students can learn at their own pace. It also lets students work at their current level of understanding. Slower paced learning can take place as students can repeat and review exercises as many times as needed. Faster paced learners can move ahead at a quicker pace.</p> <p>To support vulnerable students who have no/limited access to the internet at home: Laptops, tablets and connectivity support will be provided in line with the needs of each student.</p>	<p>Using Digital Technology to Improve Learning  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p> <p>Best evidence on supporting students to learn remotely  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely">https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely</a></p>	<p>1234567</p>
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## Targeted academic support for example, tutoring, one-to-one support structured interventions

Budgeted cost: £ 117,390

Activity	Evidence that supports this approach	Challenge number addressed
<p><b>Interventions to support language development, literacy, and numeracy</b></p> <p><b>The recovery premium</b> will be used for specific activities to support PP students to recover lost learning, in line with the curriculum expectations for the next academic year.</p> <p>Year 7 &amp; 8 Literacy intervention form. A personalised learning plan is put in place for each student that meets their individual needs. There is a love for reading as students read widely and often, both on their own and in pairs. Review early reading research. Use catch-up funding effectively to meet the needs of students. Ensure staff are provided with regular information on PP students' progress, in order to identify areas of underachievement.</p> <p>To promote and enhance a love of reading for all students at UHS, implement and evaluate various events/clubs and initiatives such as World Book Day activities, inclusion of 'reading promotion' in</p>	<p>The word Gap  <a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a></p> <p>Teaching vocabulary  <a href="https://www.readingrockets.org/article/teaching-vocabulary">https://www.readingrockets.org/article/teaching-vocabulary</a></p> <p><a href="https://msbinstructionalcoach.files.wordpress.com/2012/08/tier-2-vocab-lists.pdf">https://msbinstructionalcoach.files.wordpress.com/2012/08/tier-2-vocab-lists.pdf</a></p> <p>Preparing for literacy  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p> <p>Reading comprehension strategies  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Phonics</p>	<p>1234567</p>

<p>assemblies, visiting author events, promote staff/student book club Re- introduce and run a book swap library.</p> <p>Use live school data to identify our weakest readers and to provide targeted literacy intervention. Each student to receive a personalised intervention programme. Monitor the impact and review provision on an ongoing basis. Examples of intervention programmes include; phonics, AR, vocabulary boxes, senior student reading buddies, Year 9 reading champions, NGRT, Tier2 and Tier 3 vocabulary spelling tests. Closing the vocabulary gap with Year 7 using the Bedrock Learning platform. A love of reading to be supported by E-platform e-library. Set up and run a vocabulary enrichment intervention programme.</p> <p>Introduce simple but effective strategies for teaching of <b>Tier 2 vocabulary</b> ensuring that current research into the science of memory are deployed. To include the use of knowledge organisers as a supportive learning tool. Spelling Tests to be completed every week reinforce these concepts.</p> <p>Develop a range of wider curriculum/ reading and writing initiatives. Students in Years 7-9 to participate in writing competitions each term.</p> <p>Bid for tuition and catch-up funding in 2022-23. Identify gaps early on in year 10 and year 11. Students to engage in a targeted catch-up programme.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	
<p><b>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</b></p> <p>Regular reviews of our students’ needs so that they can confidently access the full curriculum. Continue whole school use of the SEND Handbook in developing consistent quality first teaching. All Curriculum action plans include action for SEND delivery.</p> <p>To replace human scribes by <b>using speech recognition technology</b> for SEND PP students with specific learning difficulties in year 7-10</p>	<p>Gov.Uk trial technology programme <a href="https://www.gov.uk/government/news/high-tech-products-to-level-the-playing-field-for-disabled-pupils">https://www.gov.uk/government/news/high-tech-products-to-level-the-playing-field-for-disabled-pupils</a></p>	1237
<p><b>Teaching assistant deployment and interventions</b></p> <p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources.</p>	<p>Making Best Use of Teaching Assistants <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	1237

<p>Teaching Assistants have timetables that support all learners within the class/identified groups. Targeted school and homework clubs, Phonics interventions with support from Speech and Language Therapists.</p> <p>Continued training for TA's.</p>		
<p><b>One to one and small group tuition</b></p> <p>Using the <b>National Tutoring Grant</b>, provision to provide a blend of tuition, mentoring and school led tutoring for PP students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>FLC to support students with personalised timetables where one to one sessions and small group tuition can be delivered accordingly.</p> <p>60% of students completing the Year 11 NTP intervention are PP</p>	<p>EEF: <b>One to one tuition</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>EEF: <b>Small group tuition</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1237
<p><b>Peer tutoring</b></p> <p>Sixth Form Senior students to lead on the paired reading intervention with PP students and to act as mentors.</p> <p>Student Leadership Team and School Council act as role models across the School.</p>	<p>Peer Tutoring  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p>	12

## Wider strategies

Budgeted cost: £113,682

Activity	Evidence that supports this approach	Challenge number addressed
<p><b>Supporting Pupil's social emotional and behavioural needs:</b></p> <p>Analysis of class charts, on call, number of seclusions and exclusions - and the reasons why to identify patterns in students' behaviour.</p> <p>Personalised curriculum adaptations to support PP students at risk of underperforming/exclusion. Give them access to alternative provision to ensure they achieve appropriate qualifications.</p> <p>FLC to work collaboratively with individual departments to ensure appropriate reasonable adjustments are in place to support PP student needs.</p>	<p>Behaviour management strategies  <a href="https://www.gov.uk/government/consultations/behaviour-management-strategies-in-school-units-and-managed-moves-call-for-evidence">https://www.gov.uk/government/consultations/behaviour-management-strategies-in-school-units-and-managed-moves-call-for-evidence</a></p> <p>Behaviour and Discipline in schools  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf</a></p>	

<p>FLC to support with the launch and embedding the Behaviour Support Plan as a resource that teachers must use for supporting PP students with SEMH difficulties.</p> <p><b>Wellbeing:</b></p> <p>Support PP students who have a lack of esteem and self-confidence. Mental Health Leads and ambassadors set up to support students with mental health.</p> <p>Work with external agencies that support PP students and parents understanding issues that surround mental health.</p> <p>Meet with Services PP students so as to ensure their needs are understood and met.</p> <p>The school will be a safe place for all students with a particular focus on tackling attitudes towards LGBTQ+ rights.</p>	<p><b>Prioritise social and emotional learning to avoid “missed opportunity” to improve children’s outcomes</b></p> <p><a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p> <p><b>Mental Health</b></p> <p><a href="https://educationhub.blog.gov.uk/2021/09/03/mental-health-resources-for-children-parents-carers-and-school-staff/">https://educationhub.blog.gov.uk/2021/09/03/mental-health-resources-for-children-parents-carers-and-school-staff/</a></p> <p><b>Adolescent Mental Health</b></p> <p><a href="https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions">https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</a></p>	
<p><b>Supporting Attendance:</b></p> <p>Analysis of PP students’ attendance to track and monitor absence and persistent absence daily and weekly. Pastoral team follow up and act on information immediately.</p> <p>Pastoral team carry out home visits and liaise with alternative education providers to address barriers for learning.</p> <p>Strategy for attendance interventions to target at risk students who have gaps/issues with absence at all levels to be implemented so that the school can intervene before it becomes PA. For example, attendance war boards.</p> <p>Improve communication with all parents using an attendance text message system.</p> <p>Increase the profile of absence with staff, students and parents to improve attendance, particularly disadvantaged students to be in line with all other students – target: ≥97%</p> <p>Ensure that all PP students are fully prepared for school, wearing full uniform and attend lessons with correct equipment.</p> <p>Attendance strategies, including home-school liaison, learning mentors, Breakfast club, and rewards for good attendance</p>	<p><b>DFE: Improving school attendance</b></p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p> <p><b>Breakfast Club</b></p> <p><a href="https://www.researchgate.net/figure/The-Effects-of-Breakfast-Club-Attendance-on-Cognitive-and-Academic-Performance_tbl1_229533977">https://www.researchgate.net/figure/The-Effects-of-Breakfast-Club-Attendance-on-Cognitive-and-Academic-Performance_tbl1_229533977</a></p>	4
<p><b>Extra-curricular activities</b></p> <p><b>Wider Education and Cultural Capital:</b></p> <p>PP Students have access to all trips and equipment regardless of social and economic situation. 40% of students going on all trips should be PP.</p> <p>Increased numbers of PP students accessing extra-curricular opportunities through the wider curriculum. For example, the student leadership team and school council. Increase experiences of activities beyond the school day. Eg STEM club, art club, photography club, music club, drama club. Get feedback via student voice. Students provided with opportunities to demonstrate</p>	<p><b>Cultural capital</b></p> <p><a href="https://www.early-education.org.uk/cultural-capital">https://www.early-education.org.uk/cultural-capital</a></p> <p><b>Essential life skills</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</a></p> <p><b>Extra-curricular activities, soft skills and social mobility</b></p> <p><a href="https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility">https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility</a></p> <p><b>Life skills and enrichment</b></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	5



<p>leadership skills. – DoE, Sports Leaders, community service, prefects, school council</p> <p><b>Rewards trips and residential</b></p> <p>Raise the aspirations and engagement in wider opportunities of individual PP students through employability strategies and Citizenship programmes.</p> <p><b>Brunel University - Urban Scholars</b></p> <p>To increase achievement of our most able PP students. To promote engagement with learning. To increase and focus aspirations including HE orientation.</p> <p>In addition to changing attitudes, the programme also develops skills including students' social skills and self-esteem and develop a willingness to set and achieve personal goals.</p> <p><b>The Brilliant Club</b></p> <p>To increase achievement of our most able PP students. Increase the number of PP students applying to highly selective universities</p>	<p><b>Urban Scholars</b>  <a href="https://www.brunel.ac.uk/education/urban-scholars">https://www.brunel.ac.uk/education/urban-scholars</a></p> <p><b>The Brilliant Club</b>  <a href="https://thebrilliantclub.org/researchers-in-schools/ris-impact-and-feedback/">https://thebrilliantclub.org/researchers-in-schools/ris-impact-and-feedback/</a></p>	
<p><b>Extended school time, including summer holidays</b></p> <p><b>Transition Day &amp; Summer school</b></p> <p>PP students and families who are making the transfer from primary education to secondary education are supported so as to make the transition as easy and as informative as possible. Opportunities are given to tour the school and get acquainted with new surroundings.</p> <p>The Transition Day in and the Summer school will give PP students the opportunity to get to know their new peer group better and to find out what they will experience when they actually start school in September.</p> <p>Extra-curricular activities to be run across all curriculum areas at lunch time and after school at various stages across the academic year.</p>	<p><b>Summer Schools</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a></p>	5
<p><b>Communicating with and supporting parents</b></p> <p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about attendance can have a positive impact at engaging families across the school. Different ways in which the school communicates and supports parents over the course of an academic year:</p> <p>SLT and HOL on the school gates in the morning  School website, ParentPay, class charts  School letters newsletters, text messages and emails.</p>	<p><b>Parent Engagement</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	6

Parent surveys Progress reports for parents Parents Evenings Home visits where appropriate Parent Surgery's Year 7 Open Evening Sixth Form Open Evening Open Morning Year 7 Welcome Evening Winter Showcase Admission Meetings Attendance Panel Meetings Student Intervention evenings with parents School Twitter Page Targeted parental engagement evenings for specific groups of PP parents including hard to reach		
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**Total budgeted cost: £ 468,489**

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

**Pupil premium strategy outcomes.** This details the impact that our pupil premium activity had on students in the 2021 to 2022 academic year.

	Measure	CAGS 2020 - 2021		GCSE Results 2021-2022
Outcomes KS4	<b>P8 Overall</b>	<b>0.26</b>		<b>0.42</b>
	<b>P8 English</b>	<b>0.14</b>		<b>0.41</b>
	<b>P8 Maths</b>	<b>0.39</b>		<b>0.69</b>
	<b>P8 Disadvantaged students</b>	<b>-0.01</b>		<b>0.01</b>

**Examination Outcomes:** Exam results show that the school has managed to close the gap as results for PP students are now in line with their peers. However, internal assessments during the school year suggest that the performance of disadvantaged pupils still remains an ongoing challenge in other aspects of the curriculum. The recovery premium and support from the National Tutoring Programme both contributed towards the improved outcomes for 2021/22 and will play an integral part as the school moves into the 2022-2023 academic year.

**Attendance and Punctuality:** Attendance PP was 90.5% v non-PP 94.5% so a gap still remains. Students at risk of PNA are in line with national figures. Where needed Pupil Premium students were given a significant support package. All students were encouraged to attend and to reach our aspirational target of 97% they were awarded certificates and Character Credits for good attendance. Each PP student's attendance was monitored by the form tutor, Guidance leader, Head of House and attendance Officer. The aim was to identify poor attendance early and intervene quickly. PP students with an attendance concern were supported through a range of tiered interventions. Early intervention starts with the form tutor discussing attendance with the students and their parents. Referrals where appropriate were made by the form tutor to the HoH and then if necessary to the attendance team. Attendance was an agenda item on all house briefings and HoH meetings. Additionally, fortnightly meetings took place between each HoH and the Attendance Officer to co-ordinate actions and identify PP students at risk of becoming PNAs. If the attendance deteriorated both the parents and students are invited to meet with members of the attendance and house teams where a range of

practical support is offered, and a six-week monitoring period is started. Where necessary PP students were referred to our Wessex house where a dedicated member of staff offers a personalised approach to improving attendance which includes daily phone calls, a mini-bus pick-up, home visits, inclusion on the text nudge programme and other practical support as necessary to remove any barriers to attendance.

**Behaviour, wellbeing and mental health:** Our assessments and liaising with students demonstrated that student behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged students. We used pupil premium funding to provide wellbeing support for all students, and targeted interventions where required. We are building on that approach in our new plan for this academic year and beyond.

**Wider Education and Cultural Capital:** Well targeted and effective pastoral care ensured that our most vulnerable disadvantaged students are fully engaged in all aspects of school life. We continue to build on this approach in our new plan for this academic year and beyond.

## Externally provided programmes

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

Programme	Provider
The Brilliant Club	<a href="https://thebrilliantclub.org">https://thebrilliantclub.org</a>
Hegarty Maths	<a href="https://hegartymaths.com">https://hegartymaths.com</a>
Accelerated Reader	<a href="https://www.renaissance.com/products/accelerated-reader">https://www.renaissance.com/products/accelerated-reader</a>
Lucid reading and comprehension	<a href="https://www.gl-assessment.co.uk/assessments">https://www.gl-assessment.co.uk/assessments</a>
Bedrock Learning	<a href="https://bedrocklearning.org/">https://bedrocklearning.org/</a>
DPR Education	<a href="https://dpr.education/">https://dpr.education/</a>
The National College	<a href="https://thenationalcollege.co.uk/">https://thenationalcollege.co.uk/</a>

## Service pupil premium funding

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Services students received the same support that we offer our PP students. In addition to this, they receive extra pastoral guidance so as to monitor their progress and needs on a regular basis.
What was the impact of that spending on service pupil premium eligible students?	Removed barriers to learning and gave personalised social support.

## Further information

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

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for students, particularly disadvantaged students.
- ensuring students understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of student anxiety.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate in as many of these opportunities as possible.