Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Garibaldi School
Number of pupils in school	953 (inc. 6th Form)
Proportion (%) of pupil premium eligible pupils	22.7& (inc. 6th Form)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-22 to 2023-24
Date this statement was published	1/11/21- (Review completed 1/9/22)
Date on which it will be reviewed	1/09/23
Statement authorised by	J Aldred Headteacher
Pupil premium lead	T Voice (AHT)
Governor / Trustee lead	M Marshall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£261,462.25
Recovery premium funding allocation this academic year	£29870
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£261,462.25

Part A: Pupil premium strategy plan

Statement of intent

A key element of the school's mission statement is that 'Everyone can achieve'. We believe this is true for disadvantaged students as ich as any other and all staff work tirelessly to ensure this is a reality so that we can diminish the difference between disadvantaged students and their non-disadvantaged peers.

Our curriculum is universally ambitious and staff at all levels work to ensure that regardless of the background or the challenges faced by individuals all can make exceptional progress through the curriculum to achieve amazing outcomes particularly in those facilitating EBacc subjects that open doors to students Next Steps.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

The aim of out pupil premium strategy is to maximize the progress of all disadvantaged students, both those that require support to engage with our curriculum through overcoming specific learning needs, to mitigate a poor attitude to learning or poor attendance; but also, those who are already achieving well. There is no limit to our aspiration for disadvantaged students in terms of what they can achieve, where they can move on to or who they can become.

A central pillar of this strategy is to ensure an ambitious curriculum for all which is implemented effectively through high quality responsive teaching. We know that research and evidence point to this having the greatest impact on outcomes for students. The school has a track record of positive outcomes for disadvantaged students but we recognize that there is further work to do. Firstly, to overcome the challenges posed by Covid and its legacy on education and wider society. And secondly to ensure that all disadvantaged students can achieve a Grade 4 or better in English and Maths at the end of Year 11. We know these are the keys that will unlock the door to the next phase of their education/training or employment.

Integrated into our pupil premium strategy this year will be elements funded by the Recovery Premium and the School Based Tuition Grant. Extensive analysis and evaluation of approaches used as part of the Covid Catch-up Premium in 2020-21 has informed the approaches taken this year. We will continue to use school-based data and our depth understanding of individual students needs to target this support so it can have the greatest impact on outcomes.

Our pupil premium strategy will:

- Ensure that all staff **are** cognisant of the disadvantaged status of students and **will** in whatever role they are employed see to improve their outcomes and raise their aspirations and expectations.
- Ensure that there is a proactive approach to addressing the specific needs of disadvantaged students to support them to make progress through the curriculum and achieve amazing outcomes.
- Ensure disadvantaged students feel confident, successful and happy in school so that they have high levels of attendance, attitude to learning and progress.

Challenges

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

Challenge number	Detail of challenge
1	Literacy levels on entry are lower for disadvantaged than other students and low in relation to national averages. For example the reading scaled score average of current Year 7's disadvantaged students is six months lower than non-disadvantaged. Having a lower average suggests it makes it more difficult for students to access the curriculum and means that attitudes towards reading are poor and students lack a wide and sophisticated vocabulary. This is a particular issue for low ability boys. Star reading age scores on entry averaged 10 years and 5 months for non-disadvantaged compared to 9 years 9 months for disadvantaged students.
2	Students have poor levels of cultural capital overall and this is particularly the case with disadvantaged students. The low socio-economic demographic of the communities the school serves along with the location of the school in a suburban area of a deindustrialised town in the East Midlands means students have little access to diverse cultural experiences. This makes it more challenging for students to engage as effectively with the curriculum as their non-disadvantaged peers.
3	Low levels of social mobility in the area are a barrier to higher outcomes particularly for disadvantaged students. Low levels of social capital mean that students lack the connections to networks that might offer opportunities i.e. high quality work experience placements. Some students in particular disadvanataged students can lack confidence and self belief which if unchallenged leads to low aspirations. As a result too few disadvantaged students get the benefit of opporutnities further afield whether this is univeristy or high quality degree equivalent courses or higher level apprenticeships (UCAS data analysis by Sutton Trust identified teenagers from East Midlands are the least likely to go onto a

	leading University, and disadvantaged students are the least likely within this group 2019).
4	Attendance rates for disadvantaged students are lower than for non-disadvantaged. For example, the whole school attendance rate for disadvantaged students is below the overall attendance rate – 88.7% compared to 92.6% (as of October 2021) This means that the impact of lessons and support in school needs to be greater for disadvantaged students in order to close the progress gaps to non-disadvantaged students. Families of disadvantaged students also require more bespoke support in order to address poor attendance once it has become the pattern from Primary School.
5	Engagement with remote learning/ independent learning for disadvantaged students is lower than non-disadvantaged students. During the first national lockdown engagement rates across Year 7-10 students were significantly lower for disadvantaged students. For example based on teacher feedback in Year 10 while 65% of all students in the cohort engaged fully or to an extent with remote learning, this figure was only 42% amongst disadvantaged students. Though this was significantly improved during the second lockdown period, parental engagement with remote learning and understanding of how ii is delivered is not yet universal amongst the parents/carers of disadvantaged students.
6	Since the lockdown restrictions have been lifted there has been increased levels of Anxiety related non-attendance which has significantly affected attendance levels across year groups. This is most notable in years 9-11 with a greater impact on girls within these year groups. Disadvantaged students still remain a higher proportion of this group in terms of non-attendance.

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
Ensure disadvantaged students' outcomes are in line with the non-disadvantaged peers nationally	English and Maths 4+, 5 + and 7+ figures for disadvantaged students are equal to or greater than non-disadvantaged students nationally. Ensure overall progress for disadvantaged students is equal to or greater than that of non-disadvantaged students nationally.
Ensure high levels of literacy for disadvantaged students	Analysis of KS3 Accelerated reader scores Above expected progress in English for Year 7-10 at monitoring points

	English P8 for disadvantaged students to be better than for non-disadvantaged students nationally in 2022.
Improved levels of cultural capital to be evidenced in improved performance in EBACC subject area (Science, Humanities and Languages)	Year 11 Disadvantaged students P8 to be positive for the EBACC basket in 2022. Predicted P8 for Year 10 Disadvantaged students based on end of year mocks to be positive. Increased percentage of disadvantaged students taking EBACC facilitating subjects – with the expectation that 90% of disadvantaged students will have opted for the full suite of EBACC subjects in current Year 9.
Improve aspirations and expectations of students in order to increase opportunities for social mobility on leaving education.	Ensure the average ATL score of disadvantaged cohorts is 1.9 or better. Increase the proportion of disadvantaged students accessing A Levels, Level 3 college courses and HL Apprenticeships Increasing percentage of students opting for the EBACC facilitating subjects. Increased 6th form retention of disadvantaged students.
Increased attendance rates for disadvantaged students	Increase attendance rate for disadvantaged students to the school target of 96% so that it is at least in line with non-disadvantaged students. Reduce number of disadvantaged students who are persistent absentees (i.e. less than 90% attendance) so this is better than non-disadvantaged students nationally.
Improved engagement from home/independent learning for disadvantaged students	Use of GCSE pod for disadvantaged students to have a higher level of engagement that non-disadvantaged students. 100% access to remote learning platforms i.e. MS Teams for students isolating due to Covid-19 High levels of parental engagement and understanding of the expectation when students working from home (parent voice survey information)

	Higher levels of parental engagement and support in place, (parent survey) parents feel supported in working towards higher rates of attendance.
Improve communication with parents and Liaise with student support/Attendance officer	
	Increase attendance rate for disadvantaged students to the school target of 96% so that it is at least in line with non-disadvantaged students.
	Minimise number of disadvantaged students who absent through anxiety.
	Student voice – students feel confident and comfortable in school environment.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £85000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focused work on ensuring effective Medium and Short Term Planning to support delivery of an ambitious curriculum Professional Learning for all teaching staff (100 hours Gold Standard) focusing on - effective Medium-Term and Short-Term Planning, embedding effective and impactful assessment etc. (for additional detail see SIF) (£35000)	We know that the curriculum is the vehicle for progress and the aim is to ensure we deliver an ambitious and effective curriculum that challenges all students and support them to achieve the best possible outcomes. Students, particularly the disadvantaged need to see and understand the point and purpose of their learning in order to engage effectively with this.	1, 2, 3, 5
Whole staff focus on development of the curriculum and its effective delivery through reference to and use of the Lesson Planning Framework. This is with a specific focus on addressing the specific needs of all students but in particular the Disadvantaged	The planning of an ambitious and effective curriculum will then need to be delivered effectively with teachers making effective use of data and student context to inform bespoke planning. This needs to meet the needs of all groups of students in particular those that are disadvantaged. Utilising the Lesson Planning framework enables staff to treat every student as an individual and plan to meet their needs.	1, 2, 3, 5

	(£25000)		
Develop high quality provision for Independent/virtual/remote learning with a particular focus on meeting the needs of Disadvantaged students.

(£10000) | Disadvantaged students were disproportionately affected by the national lockdowns. Engagement rates, access to appropriate technology and parental engagement for disadvantaged students were significantly below that for non-Disadvantaged students.

However positive work to engage Disadvantaged students and their parents was recognised and is to be built on to further develop engagement.

EEF - Using Digital Technology to Improve Learning | 5, |
| Maximise the reading ages of all students but in particular those of Disadvantaged Students.

Engender a love of reading in all students across all Key Stages.

Further develop and embed the use of the Accelerated Reader Programme with KS3 students.

(£15000) | Literacy levels on entry are lower for disadvantaged than other students and low in relation to national averages. For example, the reading scaled score average of current Year 7's disadvantaged students is six months lower than non-disadvantaged.

Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF | 1 |

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

Budgeted cost: £ *[107000]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tailored subject intervention support:

- Year 11 AM subject interventions
- Subject focused interventions – English Maths and Science – Year 11
- Disadvantaged student Intervention days – ATL/Character (Yr10) and revision culture (Yr11) | The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can improve outcomes particularly for those of secondary level. We will look to implement a range of small group and one to one tuition opportunities for student to support the closing of learning gaps. Students will be selected to access the most appropriate and effective approach for the needs and context in light of going formative and summative data and feedback from staff. | 1, 2, 3, 4 |

- YIPIYAP provision for additional specialist tutoring support in Maths for Yr11 students. - Year 11 PM subject intervention sessions. - PM subject Enrichment activities for Year 7 Students. - *(In addition to this strategy the school will be using the School Led Tutoring funding to provide for two full days of face to face small group Maths and Physics tuition and one to one and three to one online subject tuition from MyTutor for English, Maths and Science)* (£65000)	In addition, we will supplement this provision with our regular provision for Study Period (AM) and Period 7 (PM) subject intervention for Year 11 students. This provides an additional 20% of Curriculum time to all students. Year 7 students will be able to access a wide range of enrichment activities linked to curriculum areas from HT2. They will be able to choose from a menu of options. **One to one tuition	EEF (educationendowmentfoundation.org.uk)** **Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF**	
Develop effective mentor review process focused around ATL and progress - Achievement Lead to focus on Disadvantaged Students in Year 11 - SLT – focus on low achieving PP students in Year 11 - Achievement Leads 7-10 to have focus on PP cohorts - Mentors 7-13 complete Mentor Review conversations and follow up with all students based on termly ATL and Progress monitoring (£15000)	Regular focused conversations taking place each half term will encourage students to reflect and build resilience. It will also highlight points of praise to build confidence and self-belief. This has been supplemented by a new format for the Attitude to Learning Report which integrates these changes. Staff and student voice have highlighted these aspects as being the one's most positively affected by IM and this is informed by EEF research on student metacognition and self-awareness **Metacognition and self-regulation	Toolkit Strand	Education Endowment Foundation	EEF**	2, 3, 4, 5, 6
Implement an integrated approach to Raising Aspirations through: - Clear and sustained focus on character development through ATL Processes - Development of Raising Aspiration Week activities/ opportunities - Use of WP Partners – UON/NTU/Oxbridge (Peterhouse Cambridge) - Development and integration of the Most Able Policy, including the Supplementary Curriculum from HT3 onwards. - Provision for the Year 11 Next Day – 19th November - Brilliant Club/Scholars programme for 12 High Ability Disadvantaged students in Year 9. (£30000)	Low levels of cultural capital and social mobility exist in the communities that the school serves. While work done to raise aspirations has had an impact, too many students lack an expectation by the time they finish their education that they can meet these aspirations. Activities and provision in 2021-22 will build on lessons learned in 2020-21 to ensure that students have the confidence and self-belief to turn their aspirations into expectations. **https://www.suttontrust.com/our-research/social-mobility-and-covid-19/**	2 and 3

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

Budgeted cost: £ *[70000]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Achievement Leads - Designated staff give focus to Disadvantaged groups and bespoke interventions within cohorts. Development of a system/provision to support the identification/ recognition of Disadvantaged students within teaching groups and build on their aspirations through an understanding of their personality and character. (£30000)	We want to be able to understand and respond to the specific needs of disadvantaged students as soon as they come into school. Achievement Leads will champion the progress and success of their allocated year groups and will allow for higher levels of support, more in depth analysis and responsive planning. We want teachers to know their students as well as possible in terms of their character, their strengths, their possible career pathways and what learning strategies are most suited to them – particularly for the Disadvantaged Students. This will support teachers to plan and deliver the most effective lessons to ensure students progress as well as possible through the curriculum.	All
Associate Assistant Head to lead attendance strategy and interventions (£25000)	Attendance figures for the school have been below the national average for a number of years. There is a significant gap between the attendance of disadvantaged and disadvantaged students. This is clearly a significant barrier to disadvantaged students achieving well. Regular contact with parents of disadvantaged students has often been regarded as infrequent. This contact is designed to provide additional levels of support where needed and improve levels of engagement of students by increased parental engagement. **EEF - How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice**	4 and 6
Extended Provision for Student Counselling service (£15000)	Rates of student anxiety nationally have increased (see **https://www.mind.org.uk/information-support/coronavirus/student-mental-health-during-coronavirus/**). Disadvantaged students are those most likely to have missed learning through lack of access to electronic devices for remote learning and/or as a result of more limited	4 and 6

| | support from immediate or wider family networks. | |

Total budgeted cost: £ *262000*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

In the absence of national performance figures in 2021-22 we've compared performance of Disadvantaged students to their non-Disadvantaged peers in school and to performance measures from 2019.

The impact of the Covid was once again pronounced in 2021-22 however engagement rates for Disadvantaged students in the Spring 2022 was higher than the previous cohorts. This was as a result of a far more responsive approach to 'absence', a streamlining of information gathering and sharing through our MIS and greater accessibility to OT resources for both students and staff. We also continued to develop the role of the Head of Virtual Learning. They led extensive staff development around harnessing resources such as MS Teams, MS Forms, online assessment and feedback platforms as well as pre-recorded video elements to enhance our remote provision.

TAG data for Year 11 showed that overall the progress of Disadvantaged students was below that seen in previous years (2019 Disadvantaged P8 was +0.16 – above non-Disadvantaged progress nationally) at -0.48. The gap between Disadvantaged and non-Disadvantaged student progress was wider in 2021-22 than in previous years at -0.37. However, this was in relation to 2019 national performance and we know that nationally Disadvantaged student performance was lower in general. In addition, there was a profound impact on the overall progress figure from a small number of students who were accessing Alternative Provision where attendance was low in some instances.

In terms of threshold measures Disadvantaged students secured 28.2% 5+ in English and Maths, and 48.7% 4+. These figures were below their FFT50 targets. These were just below outcomes in 2019 for Disadvantaged students (30% 5+, 50 4+). There is work still to do to ensure Disadvantaged students secured similar levels of attainment on these measures.

Nationally attendance of disadvantaged students in 2021-22 was low. This was a pattern we saw replicated in school; attendance rates for Disadvantaged students were lower. Y7-11 attendance for the PP cohort was 85.3% on 13/06/22. 33% of PP boys are classed as PA. SEND attendance is 85.3%. Although this is below the school target a large percentage of the poor attendance can be attributed to 2 individuals who are school refusers. Attendance figures in other years can be seen next. In 2019-20 (91.2%) and 2018-19 (91.5%). This is why improving rates of attendance of Disadvantaged students and in particular for key families remains a central priority of our strategy. As in the case

of achievement and outcomes, key students/families had a disproportional impact on these figures and it with these individuals and families that our work will be focused in 2022-23.

There was evidence both anecdotally from conversations with students and parents in lockdown and in response to surveys/questionnaires that Covid had significantly impacted mental health and wellbeing. This was seen in the increased absence rates and incidences of anxiety related non-attendance particularly in female students. We will continue to utilise Pupil Premium funding to supplement support for student mental health and wellbeing primarily by funding additional capacity for in school counselling services. In addition, we will support the extension of the Student Services and Student Support teams to build additional capacity to work with students and their families.

See Covid Catch-up Evaluation Document here for further detailed break down of impact in 2020-21

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

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The Service Child premium, like the pupil premium, isn't ring fenced funding and as such it's not directed in its entirety at specific interventions for those individuals who receive it. However, it supported some of the following initiatives in school which service pupil premium students will benefit from: - Raising Aspirations Week initiatives - University visits - Additional revision materials such as GCSEPod access - Small group intervention and mentoring - Additional academic tutoring - Curriculum enrichment

	- Additional staffing – in particular Achievement Lead Roles
What was the impact of that spending on service pupil premium eligible pupils?	For academic year 2021-21 attendance for Service children was 94.2% compared to 91.62% for Non-Service children. In terms of progress towards target grades (FFT50) the figures for Years 7-10 were as follows. • Year 7 -0.17 • Year 8 +0.40 • Year 9 +0.31 • Year 10 +0.45 There was one Service child in Year 11. Their final TAG A8 score was 4.05 (prior attainment was not calculated as they did not complete KS2 SATs), they achieved 4+ in English and Maths and five grades at Grade 4 or better,

Further information (optional)

See additional detail in supplementary document here: