

# Pupil premium strategy statement - St Anthony's Girls' Catholic Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1090 (1328 including Sixth Form)
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Catherine Hammill (Acting Head of School)
Pupil premium lead	M Lanaghan/L Milne
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,045
Recovery premium funding allocation this academic year	£31,465
Pupil premium (and recovery premium) funding carried forward from previous years	
<b>Total budget for this academic year</b>	<b>£225,510</b>

## Part A: Pupil premium strategy plan

### Statement of intent

St. Anthony's Girls' Catholic Academy aims for all students to reach their full potential, regardless of their socioeconomic background or the obstacles they face. All students are offered the opportunity to flourish academically, spiritually, and socially, with our schools' Mercy Tradition and Gospel values at the core of all we do. Our Mercy Tradition calls on our students to pursue excellence, and this is something we truly believe all are capable of. All students are encouraged to aspire high, and we support them in fulfilling their potential, whether that be a place at university or an apprenticeship.

The focus of our Pupil Premium strategy at St. Anthony's is to support student progress. We aim to provide high-quality first-wave teaching that is tailored to the needs of all of our students. Evidence-informed approaches to teaching and learning inform staff professional development opportunities to ensure that students receive the most impactful classroom practice. Implicit within the activities outlined in this statement below is the intention to sustain the attainment of non-disadvantaged students and close the gap for those who are.

We have high expectations of all of our students and offer a curriculum that is ambitious and challenging. Robust results, attendance, behavior, and safeguarding data analysis are utilised to ensure students are supported and that the most informed decisions are taken when responding to their acute needs. Supporting the development of literacy and numeracy throughout all parts of the curriculum is fundamental to how we help our students overcome barriers to their learning. Small-group interventions based on assessment data allow us to target and intervene with those who need it the most, whilst whole-school reading and numeracy initiatives are used to maximise expertise and engagement.

Our Mercy ethos emphasises the importance of showing concern for the poor, which is why we strive to support students' material and cultural deprivation. We believe all students deserve the same chance to succeed, so that they can take those skills and experiences into the wider world and make a positive impact on the community around them.

All teaching staff are regularly briefed on the safeguarding and well-being of all students, with a particular focus on those from disadvantaged backgrounds. Whole-school approaches are in place to ensure that all staff members understand how to best support and respond to these needs, as well as tailor opportunities to support their attainment.

## Challenge

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

Challenge Number	Details of challenge																				
1	<p><b>The Progress 8 of disadvantaged pupils is generally lower than that of their peers and has increased since 2019.</b></p> <p>KS4 P8 2019: -0.15 KS4 P8 2022: -0.35</p> <p>On entry, there is an attainment gap between disadvantaged students compared to non-disadvantaged peers, however this gap grows between Year 7 and the end of Key Stage 4.</p> <table><tr><th>Year</th><th>Expected A8 Gap</th><th>Actual A8 Gap</th></tr><tr><td>2019</td><td>7.46</td><td>11.62</td></tr><tr><td>2022</td><td>4.19</td><td>7.04</td></tr></table>			Year	Expected A8 Gap	Actual A8 Gap	2019	7.46	11.62	2022	4.19	7.04									
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2	<p><b>Consistency of teaching, expectations, and feedback.</b></p> <p>Whole-school QA processes have highlighted inconsistencies between departments in terms of utilising evidence-based approaches to teaching and learning.</p> <p>Students from disadvantaged backgrounds often perform lower than those from non-disadvantaged backgrounds in testing across the curriculum.</p> <p>Sometimes feedback does not lead to adaptive teaching or support ‘closing the gap’ for those who need it most.</p>																				
3	<p><b>Self-regulation and metacognitive skills are often lower in disadvantaged students.</b></p> <p>Our observations suggest students from disadvantaged backgrounds often lack self-regulation and metacognitive skills. This can be typified by a lack of understanding of the best approaches to revision and study.</p>																				
4	<p><b>Attendance for disadvantaged students is generally lower than those non-PP students.</b></p> <p>Attendance data over the period 2021-2022 shows that PP attendance is lower than that of non-disadvantaged students:</p> <table><tr><th>Year Group</th><th>PP Attendance</th><th>Non-PP Attendance</th></tr><tr><td>7</td><td>91.74</td><td>94.94</td></tr><tr><td>8</td><td>89.05</td><td>92.77</td></tr><tr><td>9</td><td>89.31</td><td>92.39</td></tr><tr><td>10</td><td>87.31</td><td>91.41</td></tr><tr><td>11</td><td>84.33</td><td>89.32</td></tr></table> <p>Our observations suggests that there is a clear link between school absence and underperformance in KS4.</p>			Year Group	PP Attendance	Non-PP Attendance	7	91.74	94.94	8	89.05	92.77	9	89.31	92.39	10	87.31	91.41	11	84.33	89.32
Year Group	PP Attendance	Non-PP Attendance																			
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5	<p><b>Aspiration and engagement of disadvantaged students and their families is often a barrier to learning and outcomes.</b></p> <p>A lack of aspiration and engagement in school life by both students and parents has a significant impact on the outcomes of disadvantaged students.</p>																				

6	<p><b>Student well-being, social, and emotional health needs.</b></p> <p>Many students have social and emotional problems, such as anxiety, depression (diagnosed by medical professionals), and low self-esteem, which have been identified through our assessments, observations, and conversations with students and families.</p>
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## 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:
An improved P8/Attainment score of disadvantaged students at the end of KS4	<p>2025/26 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>○ An attainment 8 score higher than the national average on a like-for-like basis</li> <li>○ A progress 8 score higher than the national average on a like-for-like basis</li> </ul>
To ensure high quality first wave teaching across the Academy	<p>Improved whole-school outcomes across all key stages.</p> <p>Quality Assurance processes demonstrate that there is regular and effective assessment of students' knowledge and understanding across curriculum areas.</p> <p>Data analysis of targeted academic support shows improved outcomes for students in these cohorts, especially disadvantaged students.</p>
To improve mastery of knowledge	<ul style="list-style-type: none"> <li>• Students show they 'know more, remember more, and do more' through formative and summative assessment</li> <li>• School Quality Assurance processes show that adaptive teaching is being used to support student knowledge and understanding</li> <li>• Pupils who do not achieve mastery are provided with extra support through a range of teaching strategies, such as gap tasks</li> </ul>
To improve metacognition and self-regulation in our disadvantaged students	<ul style="list-style-type: none"> <li>• Student voice and quality assurance processes show that students can make informed decisions on how they revise and structure their learning</li> <li>• Observations show that students are able to regulate their own learning</li> </ul>
To improve the literacy skills of our disadvantaged students	<ul style="list-style-type: none"> <li>• Whole class approaches to literacy are embedded across the curriculum, while academic reading and Tier 3 vocabulary are key features of all schemes of learning</li> <li>• Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students</li> <li>• Observations show teachers are utilising a range of approaches to improving literacy</li> </ul>

To improve the numeracy skills amongst of our disadvantaged students	<ul style="list-style-type: none"> <li>• A recognition that all teachers are teachers of numeracy</li> <li>• A whole school numeracy approach is part of all areas of the curriculum</li> <li>• Numeracy challenges are built into form time</li> </ul>
To develop high aspiration amongst all pupils	<ul style="list-style-type: none"> <li>• Student voices highlight a wider variety of aspirations amongst disadvantaged students</li> <li>• Increased proportions of pupil premium pupils progress to a range of higher education establishments, employment, or training in line with non-disadvantaged pupils</li> </ul>
To improve the attendance of our disadvantaged students	<p>Sustained high attendance from 2024/25:</p> <ul style="list-style-type: none"> <li>• The attendance gap for all pupil to be reduced to no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%</li> </ul>

## Activity in this academic year

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

## Teaching

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Teacher training</b> to be used to support the delivery of high-quality first-wave teaching The use of visualisers to support high-quality first-wave and adaptive teaching forms part of this training.	EEF Attainment Gap Report 2018 - <i>"Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils...It is crucial; therefore, that schools focus all their resources on proven ways of improving teaching."</i>	1,2,3
<b>Curriculum review and implementation</b> Review the curriculum to ensure high expectations and challenge for all students. Strategies to support the building of long-term memory, such as sequencing and retrieval, to be embedded throughout all subjects.	A well-considered curriculum design can aid the development of long-term memory and support the development of metacognitive skills. - Durrington Research School	1,2,3,5

Embed principles from the EEF's <a href="#">‘Improving Literacy in Secondary Schools’</a> and <b>develop disciplinary literacy</b> across all areas of the curriculum.	EEF 6 months+ progress over a year. Improving Literacy in Secondary Schools - <i>“Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.”</i>	1,2,3
Explicit instruction of study skills and generative learning techniques to all year groups, enabling students to develop metacognitive and self-regulative strategies. A focus on departmental strategies for <b>building metacognition</b> within subjects.	EEF 7 months+ progress over a year. Metacognition and self-regulation report - <i>“Metacognition and self-regulation strategies are most effective when embedded in a school’s curriculum and a specific subject lesson”</i>	1,2,3,5,6
<b>High quality and targeted feedback</b> are to be implemented across all areas of the curriculum. CPD will be designed to support this approach.	EEF - Feedback 5+ months progress over a year. <i>“Clear and actionable feedback allows pupils to understand their specific strengths and areas for improvement.”</i>	1,2,3

## Targeted academic support

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure <b>effective and targeted intervention</b> in all subjects beginning in Y7, ensuring mastery.	EEF 5 months+ progress over a year. Mastery learning - <i>“Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic - in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening.”</i>	1,2
<b>Peer mentoring between KS4 and KS3 students</b> Students are to be provided with training from the Anna Freud Children and Family Centre and used to support other students' bespoke needs	EEF +2 months Mentoring - <i>“Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations”</i>	4,6
<b>Targeted phonics support</b> Staff trained in delivering phonics are to provide targeted phonics support to students who require literacy support	EEF 5+ months over a year when taught explicitly and systematically to support children in making connections between sounds and written word.	1,2

<b>Small group reading intervention</b> Targeted reading intervention will be offered to support students with low reading ages	EEF 6+ months over a year. <i>“Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.”</i>	1,2
<b>Targeted numeracy support</b> Students will be offered small group numeracy intervention to support their understanding of core numeracy skills	Recent EEF projects suggest that interventions should include; explicit instruction, as well as clear support for whole class instruction.	1,2
<b>Whole school approach to numeracy</b> Students will undertake numeracy challenges in form time. CPD time will be directed towards ensuring that numeracy is woven throughout the curriculum.	<i>‘All teachers have responsibility for promoting the development of numeracy.’</i> - Building the Curriculum 1 (2006)	1,2

## Wider strategies

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding the principles of good practice laid out in the DfE’s <a href="#">Working together to improve school attendance</a> . <b>Attendance</b> supported by targeted use of the attendance officer and the implementation of incentives for attendance	EEF Attendance interventions rapid evidence assessment - <i>“Responsive interventions in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual pupils was found to be effective.”</i>	4
<b>Communication with parents to raise parental and student aspiration</b> Parents are to be given opportunities to listen to talks on subjects such as aspiration, careers, and literacy during parent’s evenings.	EEF - 2+ months progress over a year. Parental engagement sessions can support parents to assist their children's learning and self-regulation at home.	4,5,6

<p>A <b>Careers</b> program embedded across the curriculum to raise aspiration</p> <p>A careers across the curriculum document mapping out links between careers and specific curriculum points is to be made and shared with students.</p>	<p>EEF Careers Education - <i>“Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of pupils from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work.”</i></p>	<p>4,5</p>
<p>Opportunities to develop <b>cultural capital</b> both inside and outside of school</p> <p>Funds to cover 75% of school trips and cultural opportunities</p>	<p><i>Cultural capital is intrinsically linked to vocabulary and the development of concepts, or schemata, as a child grows. As children hear more words and gain more experiences, what they learn becomes embedded in a web of learning.</i> - Billesley Research School</p>	<p>5</p>
<p><b>Contingency fund for acute issues</b></p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>



## Part B: Review of the previous academic year

### Results of external examinations

	PP	Non PP	National Average (All)
Cohort Size	45	163	-
KS2 Average	106.26	108.16	104.3
Attainment 8	50.83	57.87	49.10
Progress 8	-0.35	-0.06	0.01
% achieving 9-7 incl English and Maths	15.56%	22.09%	15.3%
% achieving 5 GCSEs inc English & Maths (9-5)	48.89%	65.64%	49.4%
% achieving 5 GCSEs inc English & Maths (9-4)	62.22%	83.44%	65.7%

Outcomes for disadvantaged students were lower than non-disadvantaged students, in terms of attainment and progress against KS2 entry points. Pupil Premium students made less progress than non-Pupil Premium students, with a gap of -0.29. A smaller % of Pupil Premium students achieved 9-7, 9-5 and 9-4 grades than non-Pupil Premium students. This was replicated in the % of students who achieved five strong and standard passes.

### Review of Strategy 2021-22

Intended outcome	Success criteria	Progress made towards targets 2020-21	Next steps
Improved attainment and progress among disadvantaged pupils across the curriculum at the end of Year 11	<ul style="list-style-type: none"> <li>Narrowing of the attainment and progress gaps between disadvantaged and non-disadvantaged students.</li> </ul>	<ul style="list-style-type: none"> <li>Progress 8: -0.35 (2019: -0.15)</li> <li>Attainment 8: 50.83 (2019: 44.03)</li> <li>Attainment has increased but progress has declined overall.</li> <li>Progress was positive in some subjects, eg RE and Photography.</li> <li>Students' attainment in some subjects was high, eg English and Physics.</li> <li>SLT mentoring programme aimed at supporting disadvantaged students who were prior high attainers and were making least progress.</li> <li>Period 6 targeted intervention for all subjects which identified students who most needed extra support.</li> <li>A revision skills programme was implemented to support students in Y11 which focussed on the most effective revision and study techniques according to research.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to review the curriculum to ensure high expectations and challenge for all students.</li> <li>Strategies to support the building of long-term memory, such as sequencing and retrieval, to be embedded throughout all subjects.</li> <li>Continue with proven successful interventions, eg mentoring.</li> </ul>

Provision of high quality teaching in line with evidence based strategies and targeted interventions for disadvantaged students, supported by an effective CPD programme to develop meta-cognition and self-regulation in students.	<ul style="list-style-type: none"> <li>Quality First teaching evident within and across departments as seen in Quality Assurance visits.</li> <li>Students make very good progress in lessons towards objectives as seen in work scrutiny.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom expectations launched with all staff January 2022, following the key features of Rosenshine's principles</li> <li>Focus on feedback and pupils responding to feedback (this has been shown on the EEF to be one of the most effective ways to accelerate progress).</li> <li>Regular retrieval across all lessons to activate prior knowledge</li> <li>CPD on modelling thought processes and guided practice- all strategies supported by evidence as being helpful in supporting all students' progress.</li> <li>CPD on adaptive teaching to support and stretch all students.</li> </ul>	<ul style="list-style-type: none"> <li>Remove inconsistencies within and across departments to ensure all students make good progress in lessons.</li> <li>CPD on reading strategies and pupil response to feedback to strengthen these areas.</li> <li>Continue to review the curriculum and complete modules 2 and 3.</li> </ul>
Improve the attendance of disadvantaged pupils and close the gap in persistent absence between disadvantaged and non-disadvantaged students.	<ul style="list-style-type: none"> <li>PP attendance to be in line with whole school attendance.</li> <li>Reduction in number of persistent absentees.</li> <li>Attendance support plans in place to remove barriers to attendance.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance gaps:  <b>2020-21</b>  Year 7 gap 5.52%  Year 8 gap 5%  Year 9 gap 5.23%  Year 10 gap 8.13%  Year 11 gap 9.53%   <b>2021-22</b>  Year 7 gap 2.76%  Year 8 gap 3.58%  Year 9 gap 3.09%  Year 10 gap 3.19%  Year 11 gap 3.79% </li> <li>Persistent Absence (Less than 90%)  <b>2019-20</b>  200 students met threshold  91 PP students  <b>Gap between PP and non-PP 27.61%</b>   <b>2020-21</b>  381 students met threshold  133 PP students  <b>Gap between PP and non-PP 0.65%</b>   <b>2021-22</b>  338 students met threshold  124 PP students  <b>Gap between PP and non-PP 6.35%</b> </li> </ul>	<ul style="list-style-type: none"> <li>Cohorts identified and targeted by pastoral staff.</li> <li>Joint meetings with Attendance Officer/Pastoral Leaders/Students in school/home.</li> <li>Rewards and Incentives for improved attendance</li> <li>Traffic Light letters each half term.</li> </ul>
Targeted pastoral and academic support for students with social, emotional and mental health needs.	<ul style="list-style-type: none"> <li>Regular support from SENCO, Pastoral Leaders and Pupil Support staff to remove barriers to learning.</li> </ul>	<ul style="list-style-type: none"> <li>Interventions included 1:1 wellbeing sessions, gradual phased returns from long periods of absence, meetings with parents and external agencies.</li> <li>Review of Personal Development programme on wellbeing and good mental health, World Mental Health Awareness events, referrals to external agencies where specialist support required.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Support Unit to be rehoused to better support vulnerable students.</li> <li>To train more staff in MHFA.</li> <li>Embed the 5 Ways to</li> </ul>

	<ul style="list-style-type: none"> <li>• Adjustments made to timetables where necessary.</li> <li>• Improved behaviour, decrease in suspensions and exclusions from lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• 66 pupils accessed 1:1 sessions with Director of Pupil Support</li> <li>• 21 referrals to MIND.</li> <li>• 19 referrals to BCCET Counsellors.</li> <li>• 16 referrals to Emotional Resilience Nurse.</li> <li>• 39 students with SEMH needs (38% of SEND students) had regular contact with Pupil Support, eg time out, wellbeing sessions.</li> <li>• 6 staff trained in MHFA.</li> <li>• 3 referrals to Behaviour Support services.</li> <li>• Mental Health Audit and action plan completed.</li> </ul>	<p>Wellbeing across departments.</p> <ul style="list-style-type: none"> <li>• Work towards achieving the Mental Health Charter Mark.</li> <li>• Targeted and intensive support for students who find mainstream school difficult to manage, working with Local Authority, Clennell Education Solutions and Alternative Providers.</li> </ul>
Disadvantaged students have the necessary literacy and numeracy skills so they can access a full and broad curriculum and are well equipped for GCSEs.	<ul style="list-style-type: none"> <li>• Improved reading ages</li> <li>• Reading Club and Vocabulary Club interventions</li> <li>• Numeracy Club interventions</li> <li>• Reading for Pleasure activities</li> <li>• Extra-curricular activities eg Maths Challenge, World Book Day</li> </ul>	<ul style="list-style-type: none"> <li>• Timetabled interventions with TAs including Phonics, Reading Fluency and Comprehension for targeted cohorts of students.</li> <li>• 1:1 Maths interventions with Maths HLTA for those lacking the necessary numerical skills to access the curriculum.</li> <li>• National Tutoring Programme's School-led tutoring initiative provided face to face targeted interventions with small groups of Key Stage 3 students whose education had been impacted upon by the pandemic. Strong pupil voice indicated students grew in confidence in their learning in Maths and English tuition sessions with external tutors.</li> <li>• Form time 'Expert Reading' sessions established across all year groups.</li> <li>• Literacy Co-ordinator appointed to improve levels of literacy across the academy.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of the STAR reader test from Renaissance to monitor reading of all students in KS3.</li> <li>• We have a breakdown of the needs of those who are weaker readers so we can target intervention.</li> </ul>
Improved attendance at parents' evenings, pastoral meetings and information evenings. Disadvantaged students have high aspirations and are motivated to	<ul style="list-style-type: none"> <li>• Parental engagement of PP students is in line with non-PP parents.</li> <li>• Improved attitude to learning among disadvantaged students.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance at parent evenings 2021-22: Y7 82% Y8 82% Y9 79% Y10 73% Y11 66% (less than previous year)</li> <li>• All Year 11 students received a stationary pack for revision. Any pupil who requested a laptop was provided with one and access to the internet if necessary through the provision of dongles. Revision guides</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop new ways of engaging with hard to reach families.</li> <li>• Pastoral leaders to follow up missed appointments/no shows.</li> <li>• Further safeguarding</li> </ul>

achieve and fulfil their potential.	<ul style="list-style-type: none"> <li>Disadvantaged students are supported at home to complete homework, exam preparation and work independently.</li> </ul>	<p>were purchased for all disadvantaged students.</p> <ul style="list-style-type: none"> <li>98% of Year 11 PP have taken up further studies at Sixth Form, College or an apprenticeship. Only one student currently NEET.</li> <li>Parent workshops, eg Online Safety, GCSE Information Evenings.</li> <li>Ethos events to engage parents eg Good Cup Of Tea, Meet the Tutor.</li> </ul>	<p>workshops for parents.</p> <ul style="list-style-type: none"> <li>Create more opportunities for parents to engage in school life.</li> </ul>
Disadvantaged students participate fully in school life and benefit from extra curricular opportunities. This will enrich their education and promote engagement and enjoyment of learning.	<ul style="list-style-type: none"> <li>PP attendance at lunch time and after school clubs is in line with non-PP students.</li> <li>PP students are supported financially to attend enrichment activities and barriers are removed.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at enrichment activities and extra-curricular: KS3 - PP 25%. KS4 - PP 28% KS5 - PP 14%</li> <li>A targeted cohort of 28 PP students completed 316 hours of Maths, English and Science tuition with the Brilliant Club. 1:3 online tuition for disadvantaged students whose education had been most impacted by Covid and school closure. Students made very good progress particularly in metacognition and self-regulation. Very strong pupil voice indicated students grew in confidence in their learning and were able to plug gaps in their learning. Working with PhD tutors also raised the aspirations of many of the students and developed their interest in university life.</li> <li>A total of 53 clubs on offer for students to engage and enrich their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Uptake is still low. Encouraging students to engage in activities is a key priority for 2022-23.</li> <li>Increase PP subsidy for study visits, enrichment activities to 75%.</li> <li>Trust '101 Things' Programme to be implemented.</li> </ul>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Tutoring	The Brilliant Club
National Tutoring Programme	Chalkboard Tuition