Pupil premium strategy statement review – 2022-2023

Teaching (for example CPD, recruitment	and retention)	
Activity	Challenges (numbers) address	Impact
Whole school embedding of the EEF literacy strategy in lesson. This will include the focus on disciplinary literacy across the curriculum, targeted vocabulary instruction in all subjects, implementation of complex academic texts in all subjects through the 'Love to read' strategy amongst other classroom opportunities, increased opportunities for extended writing and accountable talk in all subjects.	1,2	
 £45,000 Embedding the direct instruction model and task board in all classrooms based on the 5 principles of instruction by Shaun Allison and Andy Tharby. This will include ongoing professional development of how to successfully use task boards for maximum impact. As well as sharp focus by the lead practitioners on how to hone the 5 principles within lessons. £110,000 	1,2,3	

Embedding the use of subject data analysis documents and CIDs (class intervention documents) in all classrooms to identify early underachievement and make strategic rapid interventions.	1,2,3,5	
CIDs will be updated on a half term basis to ensure timely review and either adaption or re-selection of key subgroup students.		
Monitored through subject reviews, subject leader QA, SLT QA.		
£25,000	1226	
Embed an effective coaching and mentoring programme to raise the standards of curriculum delivery across the school	1,2,3,6	
This will include staff qualifying with Andy Bucks Basic Coaching qualification. Those that are participating in mentoring will have Summit Learning Trust Professional Learning Institute training on expectations regarding mentoring. Staff will use their skills working with other for support and development. All UPS staff will coach and mentor.		
£51,700		
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with other for support and development. All UPS staff will coach and mentor.		
£51,700		
Standardized diagnostic mathematics and reading assessment to identify pupil need for 1-1 intervention, small group tuition and curriculum intervention. £7895.15	2,3,7	
Project 1 – Support and develop leadership in curriculum areas		
£3000		
Project 2 – Targeted SEND progress support. Completion of level 7 access arrangement course. Support SENDCO with preparing students for exams and how to utilise their access arrangement £3000		
Curriculum resources and experiences provided to improve teaching and learning:		
 Cooking ingredients provided for all students at KS3 		
 Cooking ingredients provided for all students at KS4 examination 		
 Replenishment of equipment in DT – Hospitality and catering/cooking 		

GCSE English literature performance – an inspector		
calls		
 Full set of dictionaries provided for all English classrooms 		
 Up to date and more photography equipment provided for the art department 		
Photographer visit to GCSE groups		
• KS4 trip to the court of Law for targeted students		
Portable mirrors for the dance studio		
• 2 x pianos with stands and amps		
• 2 x Acoustic guitars		
History text books – GCSE		
Calculators		
 Headphones for in house 1- 1 tutoring 		
• EAL translation tablets		
 Speech and language screening (SEND) 		
£52,000		
Targeted academic support (for example		
	e, tutoring, one-o	ne support structured interventions)
Activity	e, tutoring, one-o Challenges	ne support structured interventions) Impact
Activity	-	
Activity	Challenges	
Activity	Challenges	
Activity	Challenges	

	ehaviour, wellbeing) Impact
address	impact
5,7	The website and documents to parents were made available in native languages, with the student leadership groups translating the weekly bulletin verbally into Urdu, Romanian, Italian and Arabic. The original bulletin
	as well as the recorded translated versions were sent home to families to use as required. Parents feedback
	was positive in response to the key messages of the principal being available in their native language.
2, 6	Within Y7 alone, 53% of students made reading progress, and 52% of students in Y8 had made progress, which we could attribute to the increased footfall as well as active borrowing – however there is unreliable
	footfall data due to sign in sheets not being completed properly by students, this is being looked at and
	streamlined within our library this year. Students use this space as a reading for pleasure space, as well as a
	study space, which during Y11 GCSEs saw an uptake within the year group as a revision space. It can also be used for community and wider school events, such as Open Evening, OAP Christmas Party, etc. Additionally,
	this space has been used to facilitate Trust strategies such as Star Maths and ART testing, providing a hub of
	activity.
4,6	Weekly
	average Weekly
	Before average Row Labels FFF After FFF
	Abubakari, Huzaif 4.1 3
	Ali, Rehaan 2.2 3.4
	5,7

Barker, Kai	4.8	3.3
Boyce, Kole	4.3	2.25
Dyer, Devante	1.7	0.5
Fisher, Luke	3.2	1.75
Khadim, Danyal	1.6	1.3
Waheed, Rayhan	2.2	1.7