

**Pupil premium strategy statement review – 2022-2023**

<b>Teaching (for example CPD, recruitment and retention)</b>		
<b>Activity</b>	<b>Challenges (numbers) address</b>	<b>Impact</b>
<p>Whole school embedding of the EEF literacy strategy in lesson.</p> <p>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.</p> <p>£45,000</p>	1,2	
<p>Embedding the direct instruction model and task board in all classrooms based on the 5 principles of instruction by Shaun Allison and Andy Tharby.</p> <p>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.</p> <p>£110,000</p>	1,2,3	

<p>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.</p> <p>CIDs will be updated on a half term basis to ensure timely review and either adaption or re-selection of key subgroup students.</p> <p>Monitored through subject reviews, subject leader QA, SLT QA.</p> <p>£25,000</p>	<p>1,2,3,5</p>	
<p>Embed an effective coaching and mentoring programme to raise the standards of curriculum delivery across the school</p> <p>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.</p> <p>£51,700</p>	<p>1,2,3,6</p>	
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<p>Standardized diagnostic mathematics and reading assessment to identify pupil need for 1-1 intervention, small group tuition and curriculum intervention.</p> <p><b>£7895.15</b></p>	2,3,7	
<p><i>Project 1 – Support and develop leadership in curriculum areas</i></p> <p><b>£3000</b></p>		
<p><i>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</i></p> <p><b>£3000</b></p>		
<p><i>Curriculum resources and experiences provided to improve teaching and learning:</i></p> <ul style="list-style-type: none"> <li>• <i>Cooking ingredients provided for all students at KS3</i></li> <li>• <i>Cooking ingredients provided for all students at KS4 examination</i></li> <li>• <i>Replenishment of equipment in DT – Hospitality and catering/cooking</i></li> </ul>		

<ul style="list-style-type: none"> <li>• GCSE English literature performance – an inspector calls</li> <li>• Full set of dictionaries provided for all English classrooms</li> <li>• Up to date and more photography equipment provided for the art department</li> <li>• Photographer visit to GCSE groups</li> <li>• KS4 trip to the court of Law for targeted students</li> <li>• Portable mirrors for the dance studio</li> <li>• 2 x pianos with stands and amps</li> <li>• 2 x Acoustic guitars</li> <li>• History text books – GCSE</li> <li>• Calculators</li> <li>• Headphones for in house 1-1 tutoring</li> <li>• EAL translation tablets</li> <li>• Speech and language screening (SEND)</li> </ul> <p><b>£52,000</b></p>		
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**Targeted academic support (for example, tutoring, one-one support structured interventions)**

Activity	Challenges address	Impact



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

Weekly average of incidents logged before mentoring with Foundations For Future and then at the end of 12 weeks.