

Pupil premium strategy statement - Ulverston Victoria High School

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school (Years 7-11)	1020
Proportion (%) of pupil premium eligible pupils	14.6%
Academic year/years that our current pupil premium strategy plan covers	2022-24
Date this statement was published	December 23
Date on which it will be reviewed	December 24
Statement authorised by	Matthew Hardwick Headteacher
Pupil premium lead	Alessandra Desbottes Deputy Headteacher
Governor / Trustee lead	Isabel O'Donovan Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,250
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£38,916
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£206,166

Part A: Pupil premium strategy plan

Statement of intent

Our principal intent is to ensure that all pupils regardless of their background or barriers to learning, will make the same progress as their non pupil premium peers and enjoy academic success across the curriculum including in EBacc subjects.

We aim to support disadvantaged pupils to achieve their academic targets including those who have been identified as academically able. We will analyse all the barriers faced by vulnerable students including those who have a social worker and those who are young carers. This document is intended to explain and validate the decisions we have made and actions we have put into place to best support our vulnerable and disadvantaged students.

“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” (***THE EEF GUIDE TO THE PUPIL PREMIUM***) It is indisputable that high quality teaching is essential in ensuring all students achieve their academic goals and this is critical regarding disadvantaged students and closing the disadvantaged attainment gap. Providing high quality teaching remains our uppermost priority and this will have benefits for all students in the school, both disadvantaged and non-disadvantaged learners. We also understand that this must be sustained throughout a student’s education and, through a rigorous monitoring process of teaching, ensure that students are given the best possible classroom experience.

Many students and particularly disadvantaged students suffered from a loss of learning time through the Covid Pandemic and this continues to affect their progress. We have refined our assessment and monitoring systems and monitor closely those students who are not achieving their targets and put into action bespoke intervention packages. Additionally the attendance of disadvantaged students was worse affected than non-disadvantaged students and this continues to be the case as evidenced by our attendance figures.

Before any intervention is implemented, we will diagnose disadvantaged students’ barriers, challenges and needs; use robust evidence to support our strategy; implement this then continually monitor, review and modify. We have created a “disadvantage matrix” where barriers to learning are highlighted and the objectives for each subsequent intervention are explained and reviewed.

The diagnosis of individual students’ needs will be based on attendance data and levels of persistent absence; academic assessments and teacher feedback on pupils’ level of engagement and participation; behaviour incidences and exclusions data; information on wellbeing, mental health and safeguarding; access to technology and curricular materials.

We believe that all students should enjoy a rich and varied curriculum but also have a good understanding of their curriculum journey in every subject. Whilst knowledge is important to

all learning, students need to understand new learning in relation to what they already know and be taught strategies to enable them to retrieve knowledge. This is particularly important to disadvantaged students some of whom may struggle to connect prior, current and future learning. All lessons will begin with Do Now Activities which revisit prior learning to assist with knowledge retrieval and “giving students tasks that embed and reinforce learning; requiring them to practise until learning is fluent and secure; ensuring that once-learnt material is reviewed/revisited to prevent forgetting” (***Evidence Based Education - Great Teaching Toolkit - Evidence Review June 2020***). During lessons all students will be provided with explanations of the learning journey through each key stage for every subject, and knowledge notes for topics provided. We will use robust diagnostic assessment and ensure this informs teaching and learning. “All teachers understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high-quality teaching and can be seen in classrooms across all phases and subjects”. (***Teacher feedback to Improve Pupil Learning – EEF October 21***). The school continues to develop a metacognitive approach to teaching and learning, recognising that it is an effective way of improving pupil outcomes. ***“The potential impact of these approaches is very high, particularly for disadvantaged pupils” (EEF Guidance Report April 2018)***

In summary, our intent is to ensure that our curriculum and teaching meet the needs of all students whilst trying to minimise the impact of disadvantage. We believe that all staff must take responsibility for the progress and outcomes of disadvantaged students and that they should have expectations of what students can achieve. We will identify any barriers to learning (academic and other) for disadvantaged students and, where necessary, act early to implement bespoke interventions to address individual pupil challenges, barriers and needs. We understand the importance of the leadership and governance roles in monitoring and evaluating the impact of any interventions and review will be an ongoing part of this process. We also understand the importance of ensuring the cost effectiveness of any interventions.

Challenges

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

Challenge number	Detail of challenge																														
1	<p>Attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been but remains lower than for non - disadvantaged pupils.</p> <p>PP – Pupil premium attendance PA – Persistent absence WS – Whole school attendance</p> <table border="1" data-bbox="328 472 1393 869"> <thead> <tr> <th colspan="2" data-bbox="328 472 654 546">From Sep 21 to Jul 22</th> <th colspan="2" data-bbox="654 472 963 546">From Sep 22 to Jun 23</th> <th colspan="2" data-bbox="963 472 1393 546">From Sep 22 to Dec 23</th> </tr> </thead> <tbody> <tr> <td data-bbox="328 546 459 620">WS</td> <td data-bbox="459 546 654 620">89.7%</td> <td data-bbox="654 546 785 620">WS</td> <td data-bbox="785 546 963 620">92.7%</td> <td data-bbox="963 546 1094 620">WS</td> <td data-bbox="1094 546 1393 620">93.0%</td> </tr> <tr> <td data-bbox="328 620 459 694">PP</td> <td data-bbox="459 620 654 694">84.7%</td> <td data-bbox="654 620 785 694">PP</td> <td data-bbox="785 620 963 694">85.9%</td> <td data-bbox="963 620 1094 694">PP</td> <td data-bbox="1094 620 1393 694">85.4%</td> </tr> <tr> <td data-bbox="328 694 459 790">WS PA</td> <td data-bbox="459 694 654 790">24.9%</td> <td data-bbox="654 694 785 790">WS PA</td> <td data-bbox="785 694 963 790">20.2%</td> <td data-bbox="963 694 1094 790">WS PA</td> <td data-bbox="1094 694 1393 790">19.6%</td> </tr> <tr> <td data-bbox="328 790 459 869">PP PA</td> <td data-bbox="459 790 654 869">44%</td> <td data-bbox="654 790 785 869">PP PA</td> <td data-bbox="785 790 963 869">44.2%</td> <td data-bbox="963 790 1094 869">PP PA</td> <td data-bbox="1094 790 1393 869">36.7%</td> </tr> </tbody> </table>	From Sep 21 to Jul 22		From Sep 22 to Jun 23		From Sep 22 to Dec 23		WS	89.7%	WS	92.7%	WS	93.0%	PP	84.7%	PP	85.9%	PP	85.4%	WS PA	24.9%	WS PA	20.2%	WS PA	19.6%	PP PA	44%	PP PA	44.2%	PP PA	36.7%
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2	<p>Literacy levels are generally lower for disadvantaged students than those of their peers. The school has established a Reading Risk Register to implement appropriate interventions such as taught literacy lessons, Lexia sessions, and Reading Buddies. The school also runs reading, literacy and phonics interventions for identified students.</p>																														
3	<p>Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students continues to be impacted by partial school closures to a greater extent than for other students. Disadvantaged students did not engage as well in remote learning, despite provision of laptops. These findings are backed up by several national studies. Knowledge gaps remain so disadvantaged pupils are falling further behind age-related expectations.</p> <p>“Pupils from disadvantaged backgrounds (those eligible for free school meals at some point over the last 6 years) have consistently lost more learning than their more affluent peers throughout the course of the pandemic:” (<i>EPI research for the Department for Education on pupil learning loss</i>)</p>																														
4	<p>Our assessments, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression and low self-esteem. These challenges particularly affect disadvantaged students, including their attainment. During the pandemic, teacher referrals for support markedly increased and they continue to do so. Teacher referrals for support remain high.</p>																														

5	<p>Our observations suggest many lower attaining disadvantaged students lack metacognitive / self-regulation strategies when faced with challenging tasks. This has been seen across all curriculum areas.</p> <p>Students can have low self-esteem and lack the resilience to keep trying when attempting difficult tasks. We continue to develop Metacognitive strategies, to encourage students to work more independently needs to be re-established as a key focus for teaching and learning alongside a learning journey and spiral curriculum understood by teachers, students and pupils. Additionally lessons are now structured and Do Now Activities are used at the start of all lessons so reinforce prior learning. Knowledge notes are used so that students can easily refer back to key learning points and exit tickets are used to assess understanding and to feed into planning for future lessons. These strategies are effective in ensuring recall is strengthened.</p>																								
6	Data shows that disadvantaged students with higher prior attainment in maths do not all make expected progress towards higher grades at GCSE.																								
7	<p>GCSE data indicates that the gap for Attainment 8 for disadvantaged students increased in 2023 having narrowed in previous years. The Progress 8 gap narrowed.</p> <table border="1" data-bbox="328 734 922 945"> <tr> <td>2023</td> <td>2022</td> <td>2021 TAG</td> <td>2020 CAG</td> <td>2019</td> <td>2018</td> </tr> <tr> <td>17.47</td> <td>16.77</td> <td>8.53</td> <td>13.10</td> <td>11.13</td> <td>15.89</td> </tr> </table> <p>Progress 8 GAP</p> <table border="1" data-bbox="328 999 922 1209"> <tr> <td>2023</td> <td>2022</td> <td>2021 TAG</td> <td>2020 CAG</td> <td>2019</td> <td>2018</td> </tr> <tr> <td>0.58</td> <td>0.98</td> <td>0.20</td> <td>0.50</td> <td>0.78</td> <td>0.63</td> </tr> </table>	2023	2022	2021 TAG	2020 CAG	2019	2018	17.47	16.77	8.53	13.10	11.13	15.89	2023	2022	2021 TAG	2020 CAG	2019	2018	0.58	0.98	0.20	0.50	0.78	0.63
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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
Improved literacy levels among disadvantaged students with a particular focus on reading	By the end of our current plan in 2023-2024, literacy tests demonstrate improved reading skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers
Improved attainment in maths by disadvantaged students particularly for those with higher prior attainment.	GCSE results in maths demonstrate an upward trends with improved results and a smaller disparity between results of disadvantaged students and their non-disadvantaged peers.
Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.	Teacher reports and class observations suggest a greater proportion of disadvantaged students are able to monitor and regulate their own learning. This

	is supported by improved engagement in lessons and improving rates of homework completion.																								
Improved outcomes for disadvantaged students at GCSE	The gap between disadvantaged students and their non-disadvantaged peers diminishes.																								
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Sustained high levels of wellbeing from 2023-24 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations. quantitative data of decreased wellbeing referrals.																								
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	Sustained high attendance from 2023-24 demonstrated by: a smaller overall disparity in attendance figures between disadvantaged students and their non-disadvantaged peers a further reduction in the % of disadvantaged students who are persistently absent																								
Improved outcomes for disadvantaged students at GCSE To maintain the trend in closing the disadvantaged gap for attainment 8 and progress 8 Attainment 8 GAP	Narrowing of the gap in Progress 8 and Attainment 8 between disadvantaged and non-disadvantaged students. Gap in Attainment 8 points score continues to narrow Gap in Progress 8 score continues to narrow																								
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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: **£ 28 500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relentless focus on quality first teaching where every teacher is challenged and supported which is key to improving their teaching practice	Research shows that ‘high quality teaching is the most important lever that will help to improve disadvantaged outcomes.’ This has been identified as a key principle in the EEF Guide to the Pupil Premium.	2,3,4,5,6, 7
<p>Purchase of standardised diagnostic assessments (<i>NGRT reading tests</i>)</p> <p>A standardised, adaptive, assessment to measure reading skills against the national average. Use it to identify where intervention may be needed, and then to monitor impact and progress made.</p> <p>Reading buddies</p>	<p>Standardised tests facilitate an understanding of specific strengths and weaknesses. Once these have been identified the student can be helped to progress by providing the necessary support and continuously monitored for progress.</p> <p><i>(Standardised tests -Assessing and Monitoring Pupil Progress/EEF)</i></p>	2,3
Weekly taught lesson for all year 7 - Skills For Learning For Life	<p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p><i>(Metacognition and self-regulation - Toolkit Strand - EEF)</i></p>	3,4
<p>PASS survey to explore social and emotional wellbeing.</p> <p>New welfare officer and new SEALS leader appointed.</p> <p>New SEALS specialist appointed.</p>	<p>The PASS survey uses 50 multiple choice questions to give standardised data scores on 9 separate threads linked to social and emotional wellbeing and their impact on readiness for learning. These are then ranked in accordance to where they fit into national benchmarks leading to appropriate interventions, as necessary. Including SEALS.</p>	4
Enhancement of curriculum planning by setting out the aims of a programme of education, with a rich curriculum and including the knowledge and skills to be gained at each stage. There will be no over-concentration on	<p>“This research has given us a lot of confidence that our plans to look beyond data and assess the broader quality of education are achievable and necessary.” Amanda Spielman commentary on <i>An investigation into how to assess the quality of education through curriculum intent, implementation and impact - Ofsted</i></p>	2,3, 5

<p>outcomes but rather a greater emphasis on processes.</p> <p>On going training for staff</p>		
<p>Three year teaching and learning plan continues with whole class assessment strategies to identify gaps and improve responses to misconceptions.</p> <p>Instructional coaching used with staff as part of whole school CPD to develop quality first teaching.</p>		3,5
<p>Maths buddies extra lessons for identified KS3 students</p>	<p>EEF Improving Mathematics in Key Stages 2 and 3 - Recommendation 7</p> <p>Use structured interventions to provide additional support</p>	6
<p>Students can have low self-esteem and lack the resilience to keep trying when attempting difficult tasks. We continue to develop Metacognitive strategies, to encourage students to work more independently needs to be re-established as a key focus for teaching and learning alongside a learning journey and spiral curriculum understood by teachers, students and pupils SEALS programme used with identified students.</p>	<p><i>“Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.</i></p> <p><i>Developing pupils’ metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes.”</i></p> <p>Metacognition and Self-regulated Learning EEF 2021</p>	3,5
<p>Introduction of Personal Development/PSHE/RSE lessons for years 7-10 in addition to subject based content.</p> <p>New leader for PD</p>	<p>“Schools are crucial in preparing pupils for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so.” Ofsted Handbook September 2023</p>	3, 4

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

Budgeted cost: £ 110 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised Reading diagnostic tests</p> <p>Phonics intervention in year 7 – 1 period per week + phonics intervention in 1 form time (risk 3 students)</p> <p>Reading intervention in year 7 – 1 period per week + 1 form time (risk 1 and 2)</p> <p>Literacy group intervention in years 8 and 9 – 2 periods per week + reading intervention in 1 form time (risk 2 and risk 3)</p> <p>Reading buddies</p>	<p>Standardised tests will provide the school with baseline data and details of students’ strengths and weaknesses to inform interventions or other appropriate measures.</p> <p><i>(EEF Using your pupil premium funding effectively)</i></p>	<p>2</p>
<p>Strategic liaison between Heads of Year, Key Stage leaders, SENCO and PP coordinator to have a diagnostic analysis of students for targeted interventions through weekly meetings for KS3 and KS4</p>	<p>“Interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored” -</p> <p><i>(EEF Targeted Academic Support School Improvement Planning 20-21)</i></p>	<p>2, 3, 4,6</p>
<p>CAT tests</p>	<p>Understanding a child’s ability to learn can inform teaching. These tests help identify potential and the need for any additional support in areas that are known to make a difference to learning.</p> <p><i>(Closing the attainment gap through evidence-informed teaching NFER May 2019)</i></p>	<p>2, 5</p>
<p>PASS survey to explore social and emotional wellbeing.</p>	<p>The PASS survey uses 50 multiple choice questions to give standardised data scores on 9 separate threads linked to social and emotional wellbeing and their impact on readiness for learning. These are then ranked in accordance to where they fit into national benchmarks leading to appropriate interventions, as necessary.</p>	<p>3,5</p>

Enhancement of curriculum planning by setting out the aims of a programme of education, with a rich curriculum and including the knowledge and skills to be gained at each stage. There will be no over-concentration on outcomes but rather a greater emphasis on processes. On going training for staff	“This research has given us a lot of confidence that our plans to look beyond data and assess the broader quality of education are achievable and necessary.” Amanda Spielman commentary on <i>An investigation into how to assess the quality of education through curriculum intent, implementation and impact - Ofsted</i>	2,3, 5
Review of maths curriculum to improve interleaved practice.	“generally the research shows that interleaved practice is superior to blocked practice.” (<i>A teacher’s guide to retrieval practice: Interleaving - Kristian Still Published: 27 April 2022</i>)	6,7
Maths buddies extra lessons for identified KS3 students	EEF Improving Mathematics in Key Stages 2 and 3 - Recommendation 7 Use structured interventions to provide additional support	6
Participation in RADY project	The individual expectations for PP children are adjusted so that the average target for the PP group is equal to the average target for the non-PP group. <i>“before implementation of the RADY project, disadvantaged children were making less progress than others; after implementation, they were making not just the same progress, but better progress – they were catching up.” RADY PROJECT</i>	3

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

Budgeted cost: £ 105 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Learning Mentor: Mental Health & Wellbeing School counsellor	They have a positive impact on average of 4 months additional progress in academic outcomes over the course of an academic year. They are shown to improve social and emotional learning skills. <i>(Social and Emotional Learning Interventions EEF)</i>	4

Positive behaviour centre (Engagement Centre) run by 3 colleagues a manager , and newly appointed deputy manager	<p>“A tailored approach to support an individual’s behaviour should complement the school’s behaviour policy.”</p> <p>EEF IMPROVING BEHAVIOUR IN SCHOOLS Guidance Report (Oct.21)</p>	4
Family Liaison and Education Welfare Officer	<p>On average, the association between being absent from school and KS4 outcomes is worse for disadvantaged pupils than their more affluent peers. <i>(Being Present: the Power of Attendance and Stability for Disadvantaged Pupils NFER) Feb 2019</i></p>	1
School Welfare Officer	<p>This role is key in supporting student wellbeing. The welfare will work with students on self esteem and confidence and signpost those who need further support to relevant outside agencies</p> <p><i>“Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.”</i> The EEF Guide to the Pupil Premium</p>	1,4
Support for extra curricular activities	<p>Music tuition subsidised</p> <p>School trips subsidies</p> <p>Pastoral leader focussing on extra-curricular take up whilst studying for an NPQ</p> <p><i>“Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes”</i> The EEF Guide to the Pupil Premium</p>	1,4
<p>Purchase of resources for DT lessons</p> <p>Purchase of all revision materials/textbooks/calculators</p> <p>Loan of laptops to students who require these for home</p>	<p>Every PP student has the required equipment for daily learning. This lessens the number of barriers to learning</p>	3

Total budgeted cost: £ 244 000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes have been improving for disadvantaged students at GCSE and last year we reduced the disadvantaged gap for progress 8 from 0.98 to 0.58.

Attainment 8 GAP

2023	2022	2021 TAG	2020 CAG	2019	2018
17.47	16.77	8.53	13.10	11.13	15.89

Progress 8 GAP

2023	2022	2021 TAG	2020 CAG	2019	2018
0.58	0.98	0.20	0.50	0.78	0.63

This was achieved through the focus on quality first teaching, targeted academic support including Year 8/9 literacy intervention groups; four small Study Plus groups (3 groups in years 9, 10 and 11 of 3 periods per groups); small group academic support with 1-1 teaching; a literacy and communication Lead Practitioner to lead on reading and literacy interventions.

Wider strategies included providing IT equipment, revision guides, uniform, financial assistance for trips etc. We also employed a Work Related Learning Leader, a Family Liaison and Education Welfare Officer, a school counsellor, a school nurse, a Senior Learning Mentor: Mental Health & Wellbeing, assistant heads of year, a KS2 to 3 transition lead, catch up leads and Homework clubs led by TAs. The effects of Covid are still being felt across the school but disadvantaged students were hit hardest both in terms of attendance and engagement with learning, both in school and online. Our records also indicate that disadvantaged students were hardest hit in terms of well-being and mental health as evidenced by school surveys and increased referrals to both internal and outside support specialists. This has led to our planning this year to provide increased support, both academic and in terms of wellbeing, to best support our disadvantaged students and to ensure that they are not left behind non-disadvantaged students.

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
<p>Strategies for Success Workshop to empower students to take control of their learning by equipping them with metacognition and self-regulation skills, such as memory techniques, understanding and condensing text, association maps, the review philosophy and exam preparation.</p> <p>£1500.00 + VAT</p>	<p>Learning Performance</p>
<p>Participation in RADY project</p> <p>The individual expectations for PP children are adjusted so that the average target for the PP group is equal to the average target for the non-PP group.</p> <p><i>“before implementation of the RADY project, disadvantaged children were making less progress than others; after implementation, they were making not just the same progress, but better progress – they were catching up.” RADY PROJECT</i></p>	<p>RADY Project Westmorland and Furness Council</p>