

Pupil premium strategy statement 2022.23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Frome College
Number of pupils in school	1288 (970 in Yr9 -11)
Proportion (%) of pupil premium eligible pupils	226/970 = 23.2%
Academic year/years that our current pupil premium strategy plan covers	2022.23
Date this statement was published	Nov 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	Emma Reynolds
Pupil premium lead	John Robson
Governor / Trustee lead	Sarah Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£214,527
Recovery premium funding allocation this academic year	£29,123
National Tutoring Programme allocation this academic year	£27,715
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£32,576
Total budget for this academic year	£303,941

Part A: Pupil premium strategy plan

Statement of intent

Document framework:

The DfE guidance outlines a clear framework for the development, implementing and evaluation of the Pupil Premium strategy of schools.

Two sources of additional funds continue to be available defined as the Recovery Premium and the National Tutoring Programme. Instructions are for these additional funds to be used alongside the usual PP funds and for the overall spend to be listed in one PP strategy document with this DfE template available to compile this document.

The DfE guidance refers to research-based evidence outlined in the EEF Pupil Premium Guide which recommends that you adopt a tiered model which focuses on:

- high-quality teaching
- targeted academic support
- wider strategies

The covid catch-up advice detailed in the document ***Education Endowment Foundation COVID-19 Support for Schools*** usefully structures its recommendations under a broadly identical format therefore the plan below uses this format to detail both our PP plan for the year and our continuing catch-up strategy.

Rationale:

At Frome College, we know that our current cohort have been impacted by the disruptions to education that have occurred during the pandemic.

Our catch-up strategy for this academic year is to ensure all children are ready to learn and able to access our broad and challenging curriculum. In addition, we are aiming to close the gap between disadvantaged and other students. We will do this in two main ways: through quality first teaching and through implementation of evidence-driven interventions. By evidence-driven we mean two things: firstly, interventions that have been shown to work; and secondly, using school attainment and progress data to identify particular gaps and needs.

In addition, we believe that socio-economic background should not determine children's academic achievement. This belief is grounded not simply in ideology, but in evidence. We believe that it is possible: that all children can achieve given the appropriate environment and support structures. The plan also outlines a number of wider strategies which targets these inequalities.

Challenges

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

Challenge number	Detail of challenge
1	PP students have lower achievement than their non-PP counterparts. This is clear in the Progress 8 gap in all buckets and lower levels of attainment e.g. % achieving grade 4 in English and maths.
2	PP (and other students) have gaps in their learning as a result of the pandemic interruptions to learning.
3	PP students have weaknesses in their literacy which presents a daily barrier to their learning. This is diagnosed through reading tests on entry and CAT4 data.
4	PP students have lower attendance rates than their non-PP counterparts and when in College they have higher rates of behaviour points and exclusions and lower rates of achievement points.
5	PP students develop and have less access to cultural capital experiences. They have lower rates of participation in wider College experiences e.g. sports and clubs. Both of these impact upon their wider character development.

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
Reduction in the achievement gap between PP and Non-PP students.	Data will particularly focus on overall Progress 8 scores and those in English, Maths, the EBac and the Open buckets. Long term trends will be used to minimise any misleading effects caused by the pandemic. In addition, data analysis will ensure the influence of outliers within the PP data does not cloud judgements upon what are the most effective strategies moving forward. Departments will have a convincing narrative supported by data to justify their approach to PP interventions in their subject area that go beyond whole college initiatives.
Embedding of explicit literacy teaching in all subject areas.	Uplift in overall literacy levels when tested. Testing will be focussed on years 9 and 10 with improvement benchmarked against baseline scores taken in Year 9.

	Departments will have a convincing narrative around their approach to literacy teaching in their subject area.
PP attendance will rise. PP behaviour incidents will fall. PP rewards will rise	PP attendance rates will rise closing the gap between them and non-PP students and the gap in both behaviour points and achievement points will also close when compared to previous years.
Improved cultural capital and character development of PP students	Increase by PP students in wider college involvement e.g. DofE, Cadets, Trips, sports team involvement, club participation.

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: £212,312

Activity	Evidence that supports this approach	Challenge number(s) addressed
Following the disruptions of the pandemic we have reaffirmed the use of the PP First strategy with all teaching staff.	Research shows that high quality first teaching has the greatest impact on PP outcomes.	PP First requires teachers to continuously and consistently positively discriminate to support all PP students in their classes.
All teaching staff continue to have performance management targets linked to the academic performance of PP & SEN students.	This strategy has proved to be successful in previous years	PP (and SEN) students in examination groups e.g. Year 11 and Year 13 classes
PP outcomes play a central role in Department evaluations .	This strategy has proved to be successful in previous years and helps to ensure PP outcomes sit at the forefront of department leaders' minds throughout the academic year.	The academic progress of all PP students across all subjects
On-going commitment to teacher CPD focussing on research-based improvements in pedagogy. This year we are focussing on training around retrieval practice, behaviour management and literacy/reading.	Research shows that high quality first teaching has the greatest impact on PP outcomes.	Improvements in all students including PP and SEN.

Explicit teaching of literacy in daily lessons across all subjects. Focus centres around improving oracy and reading in lessons	The literacy strategy is based upon the 7 recommendations laid out in the EEF Literacy Guidance document.	Improvements in all students including PP and SEN.
Additional teaching time given to English department to deliver weekly reading intervention with all Year 9 students	The literacy strategy is based upon the 7 recommendations laid out in the EEF Literacy Guidance document.	Improvements in all students including PP and SEN.
Annual licences for a number of IT packages that help promote independent study across a wide range of subjects. PP students targeted for additional support in accessing and becoming proficient with these packages to aid their progress.	Engagement with these packages can easily be monitored allowing us to see PP progress.	All students including PP and SEN.

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

Budgeted cost: £76,432

Activity	Evidence that supports this approach	Challenge number(s) addressed
A number of staff have chosen to be PP Champions within their department as part of their performance management. They coordinate PP catch up and intervention work across their subjects. This can include after college, weekend or holiday sessions.	This strategy has proved to be successful in previous years	PP students in specific subjects in Years 9-11.
Employment of a Learning Mentor to support English/literacy interventions. Work includes guided reading groups, lexoniks, pre teaching of tier 3 vocabulary, support with English texts.	This strategy has proved to be successful in previous years helping students improve their literacy and close knowledge gaps.	PP students across Years 9-11 (but prioritising Year 11) are 'invited' to attend following identification through data analysis. Typical group sizes = 6 students. Multiple groups will running over the 2 week timetable.
Inclusion support including mental health counselling and students placed in the College's onsite Aspire	This strategy has proved to be successful in previous years and provision has been increased to	Students are referred into inclusion support by the pastoral team and SDQ initial assessments are used

alternative provision. Specific staff employed to deliver this provision.	counteract the negative effects of the pandemic lockdown.	to match the intervention to the student need
Grow it Cook it curriculum offer. Developed for students who need additional literacy support and struggle with the workload associated with 4 option subjects.	Introduced and developed over a number of years this is a hugely popular option with all the participating students and has helped develop a positive attitude to their school experience in the majority of cases.	PP students are given priority in accessing this oversubscribed course and the % of PP students on the course runs at around 70%.
Parents Evening Plus with Years 9-11 and associated follow up.	This strategy has proved to be successful in previous years and has helped to engage hard to reach families	Following data analysis around 15 PP students from each year group are invited alongside their parents to a targeted intervention meeting with SLT.
Targeted literacy support using staff with specialised training and utilising packages such as Lexonics, touch type read spell and read write toolbar.	This strategy has delivered measurable improvements in student reading ages and literacy ability.	Once baseline tested students are selected in Year 9 for targeted support at various levels (typical numbers = around 100 students will participate over the academic year). This support also continues into Year 10 for those who have struggled to make progress (45 students targeted)
Targeted pastoral support and mentoring. This can include support, monitoring and interventions around poor behaviour or weak progress.	This strategy has proved to be successful in previous years particularly in improved behaviour for learning and engagement with school	Targeted groups across each House within Years 9-11 are identified using attitude to learning scores and behaviour stats throughout the year.
Use of external providers to deliver subject specific revision or wider study skills	This strategy has proved to be successful in previous years with positive student feedback compiled through follow-up evaluation forms	Some events will target the whole year group however when numbers are limited PP students will be prioritised.
Out of term time additional tuition . Taking place on weekends and holiday periods (particularly Easter). College staff deliver revision/catch up sessions across the full range of KS4 subjects.	This strategy was expanded last year and proved particularly successful at supporting students	All students however within this PP students are targeted to attend through focused parental contact.
Attendance . Detailed ongoing analysis of weekly and termly data is used to shape specific interventions to target and	This is a core strategy and expectation of all schools. Frome College's PP statistics are	All students but within this PP students are positively targeted and prioritised.

support school refusers, those on part time timetables, those below 85% attendance and students who struggle with internal truancy.	disproportionally affected by outliers who almost always have very poor attendance. Those PP who attend well generally secure good results so this is a key pillar in our improvement strategy.	
---	---	--

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

Budgeted cost: £15,197

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP students are also prioritised for careers appointments and support to raise aspirations to help focus e.g. trips to HE	This strategy has proved to be successful in previous years and has helped to engage hard to reach students and has been helpful in engaging hard to reach families	Year 11 PP students but also used as an intervention strategy with PP students in other year groups
PP students are prioritised in option choices when designing student curriculums	This strategy has proved to be successful in previous years in targeting PP students identified as having the greatest academic potential to improve and successful in raising attendance in low attenders.	Variable but typically around 10-15 students in each year group.
PP funds continue to be made available to reduce the resources gap e.g. purchasing of uniform, IT at home, revision books, music lessons, technology, food, art and photography resources.	This strategy has proved to be successful in previous years	Variable but typically supports up to 40% of PP students in some way.
Supporting the development of cultural capital and PP students' wider involvement in aspects of the College that promote character development e.g. DofE, Cadets, preferential (and subsidised) places on trips	This strategy has proved to be successful in previous years in helping student engagement and attendance	Variable but typically supports up to 40% of PP students in some way.
Achievement club – specific Year 10 boys strategy utilizing regular gym sessions to promote positive attitudes to school and discipline/commitment to training. Supported by termly mentoring conversations	Targeted around a cohort of underachieving boys in year 10 who train regularly together.	Initially 20 boys involved with 45% PP.

around achievement in college and involving targets for improvement.		
Transition support – Summer school - building on successful projects over the last 2 years students are mentored to support the transition from Year 8 into Year 9.	This strategy has proved to be successful over the last 2 years with universally positive student feedback	Approx 50 Yr8 students selected using data and pastoral input. This group was approx. 60% PP in Aug 2022 and the expectation would be for similar numbers in Aug 2023.
Literacy initiatives – coordinated through the library a range of literacy/reading initiatives to support the development of reading for pleasure amongst students e.g. readathon, reading challenge, Post 16 reading buddies, guest authors, murder mystery competition	Previously successful this is an on going strategy to reach and encourage a wider cohort of students to engage in reading for pleasure	All students however PP students are targeted/prioritised for events such as guest authors and Post 16 reading buddies.

Total budgeted cost: £303,941

Part B: Review of outcomes in the previous academic year (2020.21)

Pupil premium strategy outcomes

Disadvantaged pupil performance overview for last academic year, versus non disadvantaged

Progress 8 data for the school over recent years

Year	All	PP-Y	PP-N	Gap
2018	0.21	0.09	0.26	0.17
2019	0.06	-0.65	0.33	0.98
2020	0.65	0.06	0.86	0.8
2021	0.49	0.13	0.61	0.48
2022	-0.08	-0.68	0.08	0.76

2020 = Teacher Assessed grades

2021 = Centre Assessed grades

Year	All	PP-Y	PP-N	Gap
2022	-0.1	-0.73	0.06	0.79
2022	-0.06	-0.54	0.07	0.61
2022	-0.18	-0.74	-0.04	0.70
2022	0.03	-0.67	0.21	0.88

English
bucket
Maths
bucket
EBac
bucket
Open
bucket

Reviewing the intended outcomes from 2021.22

Intended outcome	Review of success criteria
Reduction in the achievement gap between PP and Non-PP students.	<p>If you look at the overall data headlines for PP v non PP attainment and progress there has been little reduction in the overall gap in 2021.22. Closer examination of the results shows that the PP data was significantly affected by outliers in the results with a few students skewing the data negatively. For the most part these students had poor attendance rates. PP students who had attendance close to that of the rest of the cohort achieved stronger results. A full analysis has been done but is not included in this report. The lingering influence of the pandemic on the attendance rates of disadvantaged students has been a factor in the failure to make inroads into closing the gap and addressing this issue will be a major focus moving forward.</p> <p>Where PP students have been in College an increasing number of departments have refined their interventions to support achievement into highly effective strategies with a few subjects delivering better progress with PP students than non-PP students in this years results.</p>
Embedding of explicit literacy teaching in all subject areas.	<p>The literacy strategy at the College has developed significantly during 2021.22. In lessons the focus on oracy starters is well established and monitored through learning walks and lesson observations. A literacy toolkit has been developed to support teachers and inset training has focussed on the use of tier 2 and 3 language and its inclusion into the schemes of learning at the College. Literacy teaching activities are clearly signposted using the college literacy logo and posters and displays support student awareness and understanding of the importance of literacy development</p> <p>Specific literacy interventions have been redirected from IT based interventions to small group work. These changes came on line during the year and will be developed further during 2022.23 however initial analysis shows this approach has the potential to deliver more concrete improvements in the literacy of disadvantaged students.</p>
PP attendance will rise. PP behaviour incidents will fall. PP rewards will rise	<p>The PP attendance rates fell during 2021.22 compared with 2020.21 as did the attendance of non-PP students. The gap between them and non-PP students grew by 1.1%. The gap in behaviour points between PP and non-PP remained constant when compared to the previous year however the number of PP achievement points rose significantly when compared to previous years.</p>

Improved cultural capital and character development of PP students	As evidence towards supporting better character development and cultural capital there was an increase by PP students in wider college involvement with increased numbers taking part in DofE - 23% of cohort, 44% of Cadets cohort, increased numbers on school trips and sports team involvement.
--	---

Further details

In line with DfE guidance which refers to research-based evidence outlined in the EEF Pupil Premium Guide we adopted a tiered model which focuses on:

- high-quality teaching
- targeted academic support
- wider strategies

The impact across each of these areas is detailed below:

Impact of area 1 – High quality teaching/whole college strategies

Maintaining staff vigilance in tilting their practice towards the positive discrimination of PP students in our PP First strategy continues to be the cornerstone of our day to day work to support PP students. Although difficult to quantitatively measure it is an effective strategy consistently reinforced by SLT throughout the year and helps maintain the high priority and urgency needed to support PP students. It is monitored through observations and lesson walks and is clearly seen taking place across all year groups.

Like the PP first strategy the higher profile and importance placed upon more explicit daily literacy teaching is monitored through observations and lesson walks. This year has been successful in raising the profile and beginning a number of strategies we believe will positively impact results in the future however there is still work to be done to both embed what has been started ensuring consistency and to trickle feed in the next evolving steps to push literacy forward. Increased reading in class will be a large focus for us in 2022.23. We are now in a position where we have a convincing narrative around our literacy strategy and we expect a greater amount of quantitative data to support this during 2022.23.

This year's achievement of PP and SEN students will be assessed at a class by class level through the completion of teacher performance management during September.

There are many examples of effective interventions at department level to support PP achievement. In many of these staff who chose to put a PP focus onto their third target of performance management made contributions to the success of the interventions. We would however acknowledge that some staff needed greater structure and instruction on what should be done to maximise the effectiveness of these roles. Clarification was issued during the course of the year but for 2022.23 we will ensure clearer explicit instructions in the form of a role description will guarantee greater consistency on what is undertaken by staff.

Impact of area 2 Targeted interventions

Subject	P8BC	Number of holiday or weekend revision days/sessions	Support from Learning mentors	On line tutoring sessions and/ or student revision conference
Art And Design	0.452	3	No	No
Biology	0.58	0	No	No
Business Studies	-0.67	1	No	No
Chemistry	0.46	1	No	Yes
Childrens Learning	0.277	1	No	No
Computer Studies	0.348	1	No	No
Dance	0.399	1	No	No
Drama	1.32	2	No	No
Economics	-1.525	0	No	No
English	-0.276	2	Yes	Yes
English Literature	-0.436	2	Yes	Yes
French	-0.09	1	No	No
Geography	0.116	1	Yes	No
German	-0.396	1	No	No
Health&Soc. Care	1.111	1	No	No
History	-0.357	1	Yes	No
Hospitality	-0.919	0	No	No
ICT BTEC	-0.805	0	No	No
Mathematics	0.055	8	No	No
Media Studies	-0.259	0	No	No
Music	0.401	1	No	No
P.E.	-0.309	2	No	No
Photography	0.842	1	No	No
Physics	0.546	0	No	No
Polish	3.804	0	No	No
Portuguese	0.907	0	No	No
Religion & Philosophy	0.43	0	No	No
Science Double	-0.264	2	No	Yes
Sociology	-0.097	0	No	No
Spanish	-0.177	0	No	No

Sport	1.369	1	No	No
Tech Metalwork	-0.855	1	Yes	No
Tech Timber	-0.652	1	Yes	No
Technology Food	-0.719	0	No	No

The above table does not take into consideration the number of revision/catch up sessions that were offered after college throughout the year or the total numbers of students who attended each session. Therefore, the analysis is only indicative and supplemented by anecdotal information.

School, teacher-led revision sessions. As would be intuitively thought there is a weak correlation between the success of the subject and the number of revision sessions offered by the staff. The richness of the revision sessions clearly contributed to the working culture of the year group and the momentum to revise and this is reflected in the improved outcomes this year when compared to the last time external examinations were taken in 2019.

Online tutoring. 60 students (x30 Year 10 and x30 Year 11) were invited to attend once a week for 15 weeks of online tutoring focusing on English Literature. Students were placed into 1:3 tutor to student groups. Initially 80% of students were PP however when attendance fell further non-PP students were invited into the group. Unfortunately, the program failed to deliver the impact to outcomes that we had hoped. Attendance was poor even though it was chased weekly by teachers, by reminder slips, by parental contact and by incentives such as food and drink at the sessions. Year 10 averaged 41% attendance and Year 11 34% over the 15 week period. Students fed back that they did not enjoy the experience beyond the first couple of sessions. As students dropped off others were brought in but the program was only successful for a small cohort of students who attended the majority of the sessions. In total 36 students in Year 10 and 39 students in Year 11 attended one or more sessions. In Year 11 only 11 of the 39 students (28%) went on to record a positive progress 8 score for English. In light of this experience no further sessions were run during the year. The only other similar program run during the year was with Year 12 students who were retaking GCSE Maths. This program run through a different company was much more successful and we may consider looking at this again in 2022.23.

Revision/Study Skills conferences. One day revision conferences were run in GCSE English, GCSE Chemistry and GCSE Double Science. In addition, one day revision skills conferences were run with Year 11 in October and Year 9 and 10 in July.

Impact of these sessions is hard to measure other than from student feedback following the sessions. A sample of students was interviewed following the revision conferences to measure how well they were received. For the first conference Double Science only 56% of students responded positively to the usefulness of the sessions. In GCSE Chemistry this rose to 78%. The English conference followed a week later, and we refined our processes and the sessions were more successful with 84% of students responding positively to the day.

Two of the 3 study skills sessions did not collect any structured feedback however anecdotal feedback was universally positive. The Year 9 session asked students to complete a structured form. Closed questions from this form indicated 96% students would recommend the program to other students and 94% felt the program was time well spent.

Learning Mentors – a measure of the success of the Learning Mentors last year is that 2 of the 3 of them have secured permanent contracts with us at the College starting in September 2022 working in similar roles. All 3 mentors were able to form strong relationships with students and made positive contributions to both the specifics of the GCSE subjects which they supported and the mental well-being of the students they worked with. A survey of Year 11 students who had worked with the Learning Mentors in English was overwhelmingly positive for one of the tutors (95% responded that the tutor had helped support their learning in the subject and 85% responded she had supported their confidence and mental health positively) and positive for the second (52% supporting the subject and 48% supporting confidence and mental health). Impact in terms of improved examination results in English was less clear. Only 40% of students they worked with secured a positive progress 8 score for English in their examinations however it must be noted that these students were originally selected because they were not making sufficient progress so it would be incorrect to highlight this as evidence the strategy was ineffective.

Impact of area 3 – Wider activities

GCSE Pod – online learning platform purchased to support independent study and for use by staff for homework. Measuring the impact on results is challenging although usage and by which subjects compared to their results this year could be viewed as an indication of the platforms effectiveness.

In 2021.22 academic year 10,802 pods were watched by students with associated questions and worksheets. The top subjects in terms of usage are PE, Food and design technologies, Sciences both combined and each separate science, Geography, Business and English – both Language and Literature. There is no clear link between successful subjects and the use of GCSE Pod. Some subjects opted not to use the platform and we will be looking to reduce the subjects we subscribe to moving forward.

Mental health counselling – feedback from the inclusion team reports:

There has been a variety of impact on the students including:

- Improved attendance to college
- Greater resilience
- Improved attitude to learning scores
- Improved current and predicted grades
- Less self-injury
- Improved attendance to lessons

One of the external providers Focus conducted work on reducing student anxiety. Their feedback on impact was based upon a starting and end of intervention survey which reported:

- 100% of clients showed a decrease in anxiety following counselling with Focus.
- 100% of clients had halved their anxiety scores, or better, by the end of counselling sessions with Focus.
- On average, clients showed a decrease in anxiety of 10 points, which is enough to bring individuals to a lower anxiety band.
- 66% of clients went from scoring 'severe anxiety' to 'moderate anxiety' following counselling with Focus.

Lexonik Advance (Summer 2022)

Lexonik Advance is a 6-week program aimed to boost literacy skills, focusing on reading, spelling and decoding words, developing metacognition enabling students to use skills learnt in the classroom. It is aimed at students in the average to above average range. The program was delivered to 25 students at Level 3 and 4 students at Level 4 for our higher attaining readers.

It was a mixed cohort of Y9 and Y10 however they were taught in Year Group groups of 4 students. There were 11 Year 10 students and 14 Year 9 students.

Students were tested using a single word reading test (WRAT 5) pre and post the program, students also completed a questionnaire and gave anecdotal feedback regarding how they found the program.

Score Gains are shown as in Standardised Score increments as this is used in Exam Access Arrangements testing, CATs and EXACT, and we consider it more appropriate to use in an Upper School setting than Reading Ages.

Standardised Score Gain	% of students tested who made this gain	% of students (all students)	Moved from... to..
20 - 29	Y10 – 18% Y9 – 22%	20%	Average to High Average, Superior and Very Superior
10 -19	Y10 – 36% Y9 – 57%	48%	Below Average and Average to Average and High Average
2 – 9	Y10 – 46% Y9 – 21%	32%	Below Average and Average to Average (upper part of scale)

All students made gains in their single reading score, gains ranged from 2 – 29.

For example –

The student with the most gain was in Y10 and moved from an average score of 93 to a high average score of 129.

Another high achieving Y9 student moved from an average score of 106 to a very superior score of 133.

Students completed feedback questionnaires pre and post the Lexonik Advance program. Although enjoyment of reading scores did not improve, all of the students reported that they felt better about learning new words and working out what they mean. Confidence in reading aloud also remained the same however 79% of students reported that they felt more confident in spelling challenging words. When asked to use one word to describe Lexonik 'useful' and 'helpful' were most popular although intriguing and engaging were mentioned. Students felt they would be able to use the skills from the sessions in their lessons, they said they were surprised how quickly the time went when they were in sessions and enjoyed the competitive aspects of the program.

Read, Write, Touch, Spell

This is a program that teaches reading and spelling through typing. We have 23 students who access this program during the school day through their Grow It, Cook It lessons. Students enjoy the independence that the program gives them and the speed in which they can progress through the units. Progress on this program is measured in levels, accuracy is also recorded and students can repeat modules that they were less confident in. There are 31 modules in each Level.

On the basic TTRS course, 4% students are on Level 3, 9% on Level 2 and 87% on Level 1. In addition students have been utilising the subject lessons and subject specific vocabulary and concepts as set by the teacher, this is not included on the information based above as they are independent units that have been used alongside teaching.

Student feedback is positive, most find it rewarding as it is something that they can complete independently, and all students have achieved 80% and above on accuracy. The positive reinforcement the program gives students motivation to continue with it.

Read&Write Toolbar

This is a toolbar that sits across the screen, students use it primarily as a computer reader in lessons and in assessments, mocks and exams. Students can change the voice and the speed of the reader to suit their own preferences and they can also add an overlay to support their visual needs.

In Y11, 22 students used the Read&Write toolbar to read to them during their exams. Students feedback that they feel more independent and less self-conscious using the toolbar than they do using a human reader. Feedback in the mocks was positive, students reported that they felt it

helped improve their grades as they could use it as much or as little as they wanted, make it repeat particular phrases or lines as much as needed and they were able to use it in the English Language exam where a human reader would not have been permitted. This helped with their focus and comprehension of what the exam paper was asking them to do.

The toolbar is used across all Year Groups in end of year exams and is also being used within English lessons to support weaker readers throughout the year. Currently this supports approximately 75 students across Y9-11 who have the exam access arrangement of a reader. This access is essential to enable students to be able to get the most out of the reader and be comfortable with it during their exams. Combined with work around vocabulary and comprehension this is a powerful tool for access to information increasing understanding not only for exams and further study but for students entering the world of work (many people use this toolbar in the workplace).

Lexia/ Guided Reading

In the Autumn term 2021 we began our interventions with a computer program called Lexia, in the past some students had made gains with this program and it had been utilised during lockdown. Post pandemic we found that students were unwilling to engage with it, found it tedious and were unable to focus. Attendance to groups dropped and little progress was made within the program, students reported it was not useful and found some aspects of the program irrelevant to their studies.

To replace this whilst we investigated Lexonik further students took part in Guided reading sessions led by our Learning Mentors. These were weekly sessions in the library with groups of 4 students. Specialist guided reading books were used so that students experienced a range of texts, both fiction and non-fiction. The books were either completed in one or two sessions depending on the related work and activities that accompanied them. The students attended the groups for a single term of 6 weeks. 16 Y9 students participated in this intervention, standardised scores are taken from EXACT testing and then were repeated at the end of the intervention.

Standardised Score Gain	% of students (all students)	Moved from... to..
10-11	17%	Below Average to Average
1-5	33%	Below Average to Average
0	33%	Below Average and Average (no

	%	movement within the range)
-3	17	Average to Below Average

Scores from this intervention are very mixed and attendance to groups was an issue in some cases. Particularly with those students who have appeared to have gone backwards. Student feedback was generally that the sessions were ok but they didn't like coming out of lesson and felt that they did not learn transferable skills that they could use in lessons.

Students with the highest gain also received 1:1 support in the Learning Hub due to their SEN needs, therefore this result is most likely a result of the combined support rather than just the guided reading group.