

# Pupil premium strategy statement – Frome College 2023.24

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	1286 (KS3&4 = 964)
Proportion (%) of pupil premium eligible pupils	18.2% (KS3&4 = 24.3%)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended – you must still publish an updated statement each academic year)</b>	2022 until 2025 (amended 2 <sup>nd</sup> year of a 3-year plan)
Date this statement was published	Dec 23
Date on which it will be reviewed	Sept 24
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	£238,270
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>	£58,857
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£41,368
<b>Total budget for this academic year</b> <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>	£297,127

# Part A: Pupil premium strategy plan

## Statement of intent

At Frome College, we continue to support not just the closing of the long-term discrepancies in achievement of pupil premium students but also the wider cohort who are still impacted by the disruptions to education that occurred during the pandemic.

Our pupil premium and wider 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.
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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
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: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Following the disruptions of the pandemic we have reaffirmed the use of the <b>PP First strategy</b> 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 <b>all PP students</b> in their classes.
All teaching staff continue to have <b>performance management targets</b> 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 <b>Department evaluations</b> .	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 <b>teacher CPD</b> 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 <b>literacy in daily lessons</b> 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 <b>weekly reading</b> 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 <b>IT packages</b> 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.
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A number of staff have chosen working to <b>support PP</b> students in their subject area <b>as part of their performance management</b> . 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 <b>Learning Mentor</b> to support English/literacy interventions. Work includes guided reading groups, pre teaching of tier 3 vocabulary, Bedrock literacy work and support with English texts.	This strategy has proved to be successful in previous years helping students improve their literacy and close knowledge gaps.	Year 9 PP students with low initial literacy scores prioritised for this work. Multiple groups will running over the 2 week timetable.
Inclusion support including mental health counselling and students placed in the College's onsite Aspire alternative provision. Specific staff employed to deliver this provision.	This strategy has proved to be successful in previous years and provision has been increased to counteract the negative effects of the pandemic lockdown.	Students are referred into inclusion support by the pastoral team and SDQ initial assessments are used 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	PP students are given priority in accessing this oversubscribed course and the % of PP students on

	to their school experience in the majority of cases.	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). PP students are prioritised in selection. This support also continues into Year 10 for those who have struggled to make progress (45 students targeted). A wider range of staff have been trained this year so we anticipate greater numbers completing this intervention.
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 (prioritising PP students) 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	Some events will target the whole year group however when

	compiled through follow-up evaluation forms	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 support school refusers, those on part time timetables, those below 85% attendance and students who struggle with internal truancy.	This is a core strategy and expectation of all schools. Frome College's PP statistics are disproportionately 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.	All students but within this PP students are positively targeted and prioritised.

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

Budgeted cost: £ 97,127

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	This strategy has proved to be successful in previous years in	Variable but typically supports up to 40% of

students' wider involvement in aspects of the College that promote character development e.g. DofE, Cadets, preferential (and subsidised) places on trips; Year 11 Achievement club	helping student engagement and attendance	PP students in some way.
Transition support – Summer school - building on successful projects over the last 3 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: £ £297,127**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Data analysis – DfE performance tables Dec 2023

	All	Not PP	PP	LEA Not PP	England Not PP
<b>P8</b>	-0.11	0.00	-0.60	-0.05	0.17
	All	Not PP	PP	LEA All	England All
<b>% EBac</b>	19	20	13	39	45
<b>A8</b>	41.2		31.9	43.2	46.2
<b>% Grade 5+ in Eng + Ma</b>	38		18	39	45

<b>PP Gap 2023</b>	-0.60
<b>PP Gap 2019</b>	-0.98
<b>PP Gap 2019 – 2022 average</b>	-0.75
<b>PP Gap 2023 - Final internal prediction prior to exams based upon internal assessments</b>	-0.64

Reduction in the gap = 0.38 when compared to 2019 and 0.15 when compared to 2019-2022 average. Results represent an improvement but there is still considerable work to be done to further reduce the gap. Gap slightly below final internal prediction based upon internal assessments indicating these were an accurate indicator of comparative performance.

#### Attendance analysis

Attendance for all students but particularly PP students continues to be the most challenging obstacle to achievement. In 2022.23 all student attendance was on average 5.8% below the National average (although it should be noted that Frome operates within a middle school system taking students from Year 9 upwards and the National stats it is compared with include the majority of schools with Years 7 and 8 included – year groups which have higher than average

attendance). Free school meal (FSM) attendance at Frome was 11.6% below the National average (although it should be noted this figure is significantly affected by a small number of non-attending outliers within the data).

### Behaviour and rewards analysis

A focus on 'pupil premium first' has helped support improving stats around behaviour incidents/points and reward points for achievement although there is still considerable work to be done to eliminate the gap. PP students receive around 3:1 Achievement reward points v Behaviour sanction points whereas Not PP receive 4:1. Rates of lower level behaviour points (what is termed C1 – consequence level 1 incidents within the college) for PP and not PP students are approaching equal as are rates of points awarded for rewards. Higher level behaviour incidents however have a considerably higher % of PP students involved and this remains a focus moving forward.

### Review of intended outcomes – Year 1 of 3.

Intended outcome	Success criteria	RAG rating of current progress towards achieving the intended outcome
Reduction in the achievement gap between PP and Non-PP students.	<p>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.</p> <p>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.</p>	<p>The P8 gap between PP and Not PP did close by 0.15 in 2023 when compared to the 2019-2022 long term average. Further work is needed to continue this improvement.</p> <p>Ofsted judgement and deep dive mock Ofsted interviews have clearly identified that departments have specific PP plans</p>
Embedding of explicit literacy teaching in all subject areas.	<p>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.</p> <p>Departments will have a convincing narrative around their approach to literacy teaching in their subject area.</p>	<p>Use of Lexoniks has been particularly successful and well received by students with overwhelming majority making gains in their literacy levels. Challenge is to widen this intervention work to a wider % of the PP cohort moving forward.</p> <p>Strong ofsted endorsement of the reading strategy used across the college</p> <p>Wide use of explicit literacy activities seen in observations/lesson walks across the college with some</p>

		departments taking a lead. Challenge is to widen this across all subject areas
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.	PP attendance is a major challenge to the college moving forward. PP behaviour incidents at lower level are roughly in line with Not PP but higher level sanctions have higher rates of PP students. Achievement rewards for PP students are in line with Not PP students.
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.	Considerable work has been completed to promote and subsidise PP student involvement however over rates of participation are lower than Not PP so focus needs to continue and strategy needs to be refined to drive improvements

## Review of activity for academic year 2022.23

This details how much progress we have made during year 1 of 3 on each of the strategies listed.

### 1 Whole college strategies - Teaching (for example, CPD, recruitment and retention)

Activity	Statement on progress this academic year with RAG rating
Following the disruptions of the pandemic we have reaffirmed the use of the <b>PP First strategy</b> with all teaching staff.	Use of the strategy was reaffirmed at the start of the academic year and regularly throughout the year with all staff. Lesson observations provided concrete evidence that the strategy was implemented by staff. This will continue to be one of our 'non negotiables' moving forward.
All teaching staff continue to have <b>performance management targets</b> linked to the academic performance of PP & SEN students.	PM was completed at the start of 2023.24 and all staff have evaluated how well PP students performed within their subject. Once again one of the teaching PM targets for 2023.24 will be the performance of PP students so this should ensure

	PP achievement is upmost in teachers minds during the year.
PP outcomes play a central role in <b>Department evaluations</b> .	<p>Overall PP outcomes did improve in 2022.23 with the gap closing by 0.38 when compared to 2019 and 0.15 when compared to the 2019-2022 average. Some subjects have positive P8 scores for their PP students (Child Care; health and social, photography, dance, drama, sport, food tech) some subjects where the PP cohort had a higher P8 score than the not PP (Food tech, Spanish, history, business, child care, dance, drama, PE, sociology) and some subjects (pleasingly the larger core subjects) where the gap between PP and not PP has closed and is now relatively small (Biology, chemistry, English Language, maths, double science).</p> <p>All of this was discussed in the exam review meetings that took place in Sept – Oct where departments outlined their continuing strategy for 2023.24 to support PP performance.</p>
On-going commitment to <b>teacher CPD</b> focussing on research-based improvements in pedagogy. This year we are focussing on training around retrieval practice, behaviour management and literacy/reading.	<p>Research shows that high quality first teaching has the greatest impact on PP outcomes. Work was been done with staff last year around literacy and retrieval practice to support staff developments in pedagogy and working practices.</p> <p>Training with Middle Leaders on curriculum design and sequencing, quality assurance and behaviour management was also completed.</p>
Explicit teaching of <b>literacy in daily lessons</b> across all subjects. Focus centres around improving oracy and reading in lessons	Oracy starters to lessons were an expectation throughout the year and will continue into 2023.24. Evidence from observations and lesson walks indicated them becoming more embedded during the year. Staff CPD supported an increased use of wider reading strategies in lessons throughout the year and this will continue and be enhanced into 2023.24.
Additional teaching time given to English department to deliver <b>weekly reading</b> intervention with all Year 9 students	After a successful year in 2022.23 the Year 9 reading project has been retained and refined at the start of 2023.24. All year 9 students have a reading lesson weekly and they complete a number of substantive texts over the course of the year in a structured program. Student voice is used to measure the on-going impact which in 2022.23 showed an increased take up in reading for pleasure amongst students following these lessons. Strong endorsement by ofsted during T2 2023.24 inspection.
Annual licences for a number of <b>IT packages</b> that help promote independent study across a wide range of	Both PP and not PP used SAM Learning successfully during the year – to be retained into 2023.24

<p>subjects. PP students targeted for additional support in accessing and becoming proficient with these packages to aid their progress.</p>	<p>Bedrock was established within English and used as the main homework tool in Year 9. Bedrock catch up sessions are also run using a learning mentor to ensure completion – particularly used to support PP completion.</p> <p>Sparx has replaced Hegarty Maths and is well established as a homework tool with years 9-11 in the Maths department. Completion rates for all student including PP are high.</p>
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## 2 Targeted intervention

Activity	Statement on progress this academic year with RAG rating
<p>Employment of a <b>Learning Mentor</b> to support English/literacy interventions. Work includes guided reading groups, pre teaching of tier 3 vocabulary, Bedrock literacy work and support with English texts.</p>	<p>A learning mentor to support with English/literacy has been employed on a 1-year contract that expires at Xmas. She has been working for 2 days a week and runs reading intervention groups with PP students in Year 9 and supports a number of English lessons and bedrock catch up.</p>
<p>Inclusion support including mental health counselling and students placed in the College's onsite Aspire alternative provision. Specific staff employed to deliver this provision.</p>	<p>The work of the inclusion base evolved during the academic year. Over 70 students were supported with their mental well-being although some poor attendance to both sessions and subject lessons diminished the effectiveness of the provision. The Inclusion base is to be reviewed in T2 2023.24 to look at all aspects of the support of student with mental health concerns and those on reintegration plans following poor attendance.</p> <p>Aspire successfully supported 14 students during 2022.23. All has previously struggled to access education on the main site. Key to Aspires success are the strong pathways of communication with parents and the provision has helped to keep these students in school when behaviour and attendance was previously a major obstacle. Exclusions for aspire students was zero for 2022.23. The cohort included 8 Yr11 students. One left mid year, one refused to sit their exams however the other 6 all completed their core and some option subject examinations. 6 secured Post 16 destinations from which to move forward.</p>
<p>Grow it Cook it curriculum offer. Developed for students who need additional literacy support and struggle with the workload associated with 4 option subjects.</p>	<p>As in previous years GiCi delivered a supportive environment which allowed students who otherwise may have disengaged with college to received a curriculum designed to support literacy development while completing a suite of subjects needed to deliver progress 8.</p>

<p>Parents Evening Plus with Years 9-11 and associated follow up.</p>	<p>This strategy once again proved to be successful in helping to engage hard to reach families.</p>
<p>Targeted literacy support using staff with specialised training and utilising packages such as Lexoniks, touch type read spell and read write toolbar.</p>	<p>Due to staffing changes and the need to retrain staff mid year with external providers only 38 students completed Lexoniks literacy interventions. All students in this group were either PP, SEN or both. Lexoniks measures impact through initial testing followed by a repeat test at the end. 35 made good progress with a small number making exceptional improvements. Student feedback was exceptionally positive and the decision was taken to train a wider number of staff so that these interventions can be intensified during 2023.24.</p> <p>A range of other smaller scale literacy interventions during the year including touch typing (15 students in Yr10 GiCi class), and training in the use of the read write toolbar with Year 9 English foundation sets.</p>
<p>Targeted pastoral support and mentoring. This can include support, monitoring and interventions around poor behaviour or weak progress.</p>	<p>Students in years 9-11 were been identified using commitment to learning scores as an intervention group for the pastoral team to focus on. This involved the use of target cards supported by mentoring by Heads of House, deputies and the learning mentors.</p>
<p>Use of external providers to deliver subject specific revision or wider study skills</p>	<p>English revision sessions for targeted Year 11 students were run during the strike days during the year. This proved to be successful with positive student feedback compiled through follow-up evaluation forms although attendance to some sessions was disappointing.</p> <p>Over the last 4 years we have used specific providers to deliver broader literacy/study skills type sessions during the summer drop down days – this was again successful in 2022.23 and will continue next year.</p>
<p>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.</p>	<p>Between 15 and 25 after college revision/support sessions to support Year 11 ran during 2022.23 – all prioritised PP attendance. None of these sessions were paid for through the PP budget. Money was used to fund teachers to deliver sessions that took place during holiday sessions in Feb, Easter and May. 25 sessions took place ranging from 2 – 4 hours in length. PP prioritised throughout (although not PP also attended). Over 200 students attended – 18% were PP.</p>
<p>Attendance. Detailed ongoing analysis of weekly and termly data is used to shape specific</p>	<p>All students with attendance below 50% had bespoke support packages to support monitoring and reintegration. Attendance continues to be a</p>

interventions to target and support school refusers, those on part time timetables, those below 85% attendance and students who struggle with internal truancy.	major challenge moving forward and the % gap between PP and not PP wider than National average.
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Statement on progress this academic year with RAG rating
PP students are prioritised for careers appointments and support to raise aspirations to help focus e.g. trips to HE	PP students have been prioritised for both careers appointments and Post 16 interviews during 2022.23.
PP students are prioritised in option choices when designing student curriculums	The number of students who requested a Year 9 option change this year was 30 – of this 8 were PP. The small overall number allowed all these students received equal prioritisation and all requests were implemented.
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.	<p>This strategy has proved to be successful in previous years. Significant funds were allocated to support PP students with trips, revision guides and support funds for departments (significant amounts of money given to art/photography and tech to support resourcing of PP students)</p> <p>Review planned for 2023.24 of how PP money is allocated to PP students for trips to ensure greater clarity around what is support available while balancing the limited funds available.</p>
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; Year 11 Achievement club	PP funds have been used to support both DofE and cadets in 2022.23. Although overall PP numbers involved are small the impact for these students has been significant.
Transition support – Summer school - building on successful projects over the last 3 years students are mentored to	A week-long program at the start of 2022.23 supported 45 students (88% PP/SEN) in their transition to the college. Strategy has continued into 2023.24.

<p>support the transition from Year 8 into Year 9.</p>	
<p>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</p>	<p>Range of strategies ran in T1&amp;2 including guest authors and reading challenge. Following changes to staffing more limited work took place in T3&amp;4 but new staffing in T5&amp;6 saw an increase number of events.</p>