



ANNUAL PUPIL PREMIUM PLAN AND EXPENDITURE Pupil Premium Plan Impact Review 2023-2024

To be read alongside the Pupil Premium Policy 2024. The Finance Department holds all evidence of spends.

Reviewed October 2024

PP Champion	Sidrah Iqbal	Statement authoriser:	Lee Bergin (Head)	PP Link Governor	Kostas Theodoropoulos (COG/Curriculum Committee)
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2023-2024 PP BUDGET	£137,079 (PPG) + £19,674 (Nat. Tutoring) + £1,313.97 (carried forward from 22/23 as underspend = £158,067)
2023-2024 PLANNED SPEND + TOP SLICE	£27,946 + £130,121 = £158,067
Actual Spend	£2955.37 (Tier 1) + 16,588.08 (Tier 2) + £6,621.12 (Tier 3) = £26,164.57 Underspend of £1,781 to carry forward to 24/25
PP NO. ON ROLL	146
% OF WHOLE SCHOOL ROLL	18.9%
TOTAL NO. ON ROLL	772

	North Cestrian PP Pupils	School Average (national)
% achieving GCSE Grade 5 E/M 2024 – Year 11	28.6	55.9
Attainment 8 Score – all	39.4	55.9

Challenge 1: Academic – the support of quality first teaching (specific variables for targeted intervention beyond the provision afforded by the Top Slice)

General Diagnostic: Outcomes generated by internal and external assessment

Success Criteria: Reduction in the gap between pupil premium learners and other learners

Challenge	Resp.	Estimated Budget	Spend	Diagnostic	Success Criteria	Evaluation and Evidence
1.1 Effective Prep	Teachers	£700 to cover printing of knowledge atlases and attendance to Prep Club (extra-curricular Challenge 3)	£35.99	Half termly review of prep points	Reduction in Prep points and no gap to peers	Prep completion rate: Disadvantaged Pupils = 70% Non Disadvantaged = 85% It is worth continuing this as the gap has narrowed. Further printing, deployment of laptops, attendance at prep club and modelling mentoring for peers, teachers, tutors and TAs, is now required.
1.2 Use of revision guides and work books in all subjects	Teachers	£2,000 to cover revision guides and work books	£1,744.44	KS4 Pupils to have revision guide/work books at the earliest opportunity	Pupils use the revision guides and workbooks. They receive feedback from teachers and act on feedback. Improve in A and B points in Maths and increase in Positive/On Target performance in subjects. No gaps to peers.	APS GCSE: Disadvantaged Pupils = 39.4 None Disadvantaged = 59.7 It is worth continuing this. However, earlier identification, greater specific catch up and monitoring of impact, through specific feedback is needed.

1.3 Equipment	SIQ	£400 in top slice for Food + £1,400 to cover pupils having access to equipment in order that there are no barriers to learning and engagement (such as specialist clothing in PE, ingredients in Food Technology, IT requirements)	£824.94	As per the barriers identified by teachers	No barriers	<p>% of pupils not receiving equipment standards consequences:</p> <p>Disadvantaged Pupils = 83%</p> <p>None Disadvantaged = 91%</p> <p>It is worth continuing. Teachers are now held to account regarding providing equipment to pupils but also developing pupils' personal responsibility.</p>
1.4 Revision Flash Cards, Books, Paper, Pens	Senior Teachers	£350 to cover equipment for the F1 sessions / Wellbeing in curriculum to assist in revision techniques	£350	Progress at Data Captures, as well as Self-parents-teacher referral from early intervention	High attendance at the extra-curricular provision. Increase in Positive/On Target performance in subjects. No gaps to peers.	<p>67% of the targeted cohort attended more than three-quarters of the available sessions.</p> <p>This is worth continuing. SIQ to make earlier identification of need and use.</p>

1.5 Small group intervention	Slq	£19,674 in top slice to cover expert tuition, equipment, barriers to attending the provision such as transport	£0	Progress at Data Captures, as well as Self-parents-teacher referral from early intervention	High attendance at the extra-curricular provision. Increase in Positive/On Target performance in subjects. No gaps to peers.	<p>67% of the targeted cohort attended more than three-quarters of the available National Tutoring sessions.</p> <p>For all extra-curricular attendance:</p> <table border="1" data-bbox="1624 319 1848 566"> <thead> <tr> <th></th> <th>% of pupil >1 per fortnight</th> <th>% of PP > 1 per fortnight</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>73</td> <td>68</td> </tr> <tr> <td>Year 8</td> <td>56</td> <td>39</td> </tr> <tr> <td>Year 9</td> <td>57</td> <td>42</td> </tr> <tr> <td>Year 10</td> <td>61</td> <td>59</td> </tr> <tr> <td>Year 11</td> <td>66</td> <td>48</td> </tr> <tr> <td>Totals</td> <td>71</td> <td>53</td> </tr> </tbody> </table> <p>This is worth continuing. Now deploy individual conversations to improved extra-curricular attendance.</p>		% of pupil >1 per fortnight	% of PP > 1 per fortnight	Year 7	73	68	Year 8	56	39	Year 9	57	42	Year 10	61	59	Year 11	66	48	Totals	71	53			
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1.6 Report Cards	Slq	£0 in with Pupil Premium Champions salary top slice ensuring support with attitude to learning	£0	Fortnightly Pastoral Reports	No gaps to peers and Increase in Positive/On Target performance in subjects.	<table border="1" data-bbox="1624 758 1904 997"> <thead> <tr> <th></th> <th colspan="2">Behaviour Points</th> </tr> <tr> <th></th> <th>% of Pupils < 1</th> <th>PP% with <1</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>78</td> <td>78</td> </tr> <tr> <td>Year 8</td> <td>64</td> <td>48</td> </tr> <tr> <td>Year 9</td> <td>78</td> <td>63</td> </tr> <tr> <td>Year 10</td> <td>70</td> <td>48</td> </tr> <tr> <td>Year 11</td> <td>91</td> <td>83</td> </tr> <tr> <td>Totals</td> <td>76</td> <td>64</td> </tr> </tbody> </table> <p>This is not worth specifically continuing. Focus will shift in the new 3-year 24/25 Policy and Plan.</p>		Behaviour Points			% of Pupils < 1	PP% with <1	Year 7	78	78	Year 8	64	48	Year 9	78	63	Year 10	70	48	Year 11	91	83	Totals	76	64
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Challenge 2: Behaviour – The support of personal responsibility, valuing school life, honest reflection

General Diagnostic: Key Performance Indicators that show attendance, punctuality, behaviour, welfare and wellbeing (voice)

Success Criteria: Reduction in the gap between pupil premium learners and other learners / removal of barriers

Challenge	Resp.	Estimated Budget	Spend	Diagnostic	Success Criteria	Evaluation and Evidence												
2.1 Good attendance and punctuality	Form Tutors	£1,500 to cover school minibus pickups, bus/metro pass funding, alarm clocks, phone calls, meetings with parents	£1,522.90	Monthly review of attendance and lates	No gap to peers, individual improvements due to barriers removed	<table border="1"> <thead> <tr> <th>Jul-23</th> <th>Jul-24</th> <th></th> </tr> </thead> <tbody> <tr> <td></td> <td>89.7</td> <td>Nat Ave</td> </tr> <tr> <td>92.38</td> <td>91.97</td> <td>Whole</td> </tr> <tr> <td>86.38</td> <td>86.03</td> <td>Whole Disad</td> </tr> </tbody> </table> <p>This is worth continuing with more specific individual conversations and engagement of parents. Focus will shift in the new 3-year 24/25 Policy and Plan.</p>	Jul-23	Jul-24			89.7	Nat Ave	92.38	91.97	Whole	86.38	86.03	Whole Disad
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2.2 Breakfast Club	Slq	£6,000 to cover breakfasts and extracurricular refreshments	£12,007.47	Linked to gaps in attendance, lates and Prep, welfare-wellbeing issues, Reading Ability.	No gap to peers, individual improvements due to barriers removed	<table border="1"> <thead> <tr> <th>Jul-23</th> <th>Jul-24</th> <th></th> </tr> </thead> <tbody> <tr> <td></td> <td>89.7</td> <td>Nat Ave</td> </tr> <tr> <td>92.38</td> <td>91.97</td> <td>Whole</td> </tr> <tr> <td>86.38</td> <td>86.03</td> <td>Whole Disad</td> </tr> </tbody> </table> <p>28% of attendance at Reading and Numeracy Buddies breakfasts were disadvantaged. The overspend was due to providing after school extra-curricular hydration and refuelling. (see impact in 3.7 below)</p> <p>This is worth continuing with greater advertising and individual conversations with pupils and parents. This also combines in the new 3-year plan with greater opportunities for peer mentoring.</p>	Jul-23	Jul-24			89.7	Nat Ave	92.38	91.97	Whole	86.38	86.03	Whole Disad
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2.3 Uniform	Form Tutors	£2,200 to cover the purchase of school uniform (inc. non-branded PE items from 23/24) (first full year of less branded items and shortage of second-hand uniform)	£2,268.59	Early and regular communication before the school year regarding the provision and expectation. Weekly uniform checks.	Excellent student voice and reduction in uniform related issues.	<p>% of pupils not receiving uniform standards consequences:</p> <p>Disadvantaged Pupils = 93%</p> <p>None Disadvantaged = 98%</p> <p>This is worth continuing in the new 3-year plan. It is also in combination with a School Improvement Plan review of whole school uniform to maintain standards and equity.</p>																							
2.4 Intervention to Support Behaviour	Pastoral Team	<p>£500 to cover any techniques to protect pupils from escalation of behaviour pipelines. Ultimately to keep the pupil safe, in school, and achieving. (anything from alternative provision to CPD for teachers)</p> <p>£900 for tailored mentoring as part of Boxing Club</p> <p>Alternative Provision Support £4,650</p>	£289.12	Pupils identified by B points at risk of reaching the next stage of the B – Scale (either across the curriculum or in specific areas)	Enabling pupils to act on the support and not continue to escalate B behaviour points. No gaps to peers.	<table border="1" data-bbox="1626 584 1904 831"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Behaviour Points</th> </tr> <tr> <th>% of Pupils < 1</th> <th>PP% with <1</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>78</td> <td>78</td> </tr> <tr> <td>Year 8</td> <td>64</td> <td>48</td> </tr> <tr> <td>Year 9</td> <td>78</td> <td>63</td> </tr> <tr> <td>Year 10</td> <td>70</td> <td>48</td> </tr> <tr> <td>Year 11</td> <td>91</td> <td>83</td> </tr> <tr> <td>Totals</td> <td>76</td> <td>64</td> </tr> </tbody> </table> <p>This is worth continuing especially in league with the new 3-year Plan and Policy and greater implementation and impact from the Pupil Premium Champion and whole pastoral team of staff. This spending line should protect Disadvantaged suspensions and exclusions.</p>		Behaviour Points		% of Pupils < 1	PP% with <1	Year 7	78	78	Year 8	64	48	Year 9	78	63	Year 10	70	48	Year 11	91	83	Totals	76	64
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<p>2.5 All elements of the Subject and Ofsted Voice Surveys</p>	<p>Slq and All Staff</p>	<p>£500 contingency for actions required as a result from the findings of the voice surveys (including safety, happiness, access to learning, any elements attributed to Challenge 1, 2 or 3)</p>	<p>£500</p>	<p>Pupils identified as presenting low levels of satisfaction through the surveys</p>	<p>Increasing levels of satisfaction, no gaps to peers, the swift elimination of safety-happiness concerns</p>	<p>In the Subject Pupil Voice, the Disadvantaged cohort posted higher satisfaction the average.</p> <p>There is an adult I can talk to = 82%</p> <p>I feel safe at school = 92%</p> <p>This is worth continuing. There now needs to be a specific You Said We Did of the Disadvantaged Pupil Voice.</p>
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Cestrian Character - Supporting wider opportunities

General Diagnostic: Key Performance Indicators that show character development, cultural capital, engagement in the wider curriculum, and parental involvement

Success Criteria: Reduction in the gap between pupil premium learners and other learners / removal of barriers

Challenge	Resp.	Estimated Budget	Spend	Diagnostic	Success Criteria	Evaluation and Evidence
3.1 Reading Fluency, accuracy and confidence	Teachers / CJO	£500 to library visits, intervention, supporting access (inc. anything appropriate to support the reading strategies)	£488.47	Monthly review of Reading Plus data	No gap to peers, individual improvements due to barriers removed	<p>Reading time on Reading +:</p> <p>Disadvantaged = 6.5 hours</p> <p>Non disadvantaged = 9.7 hours</p> <p>Library trips completed for all Y7 and additional trip for KS3 Disadvantaged Extra-curricular.</p> <p>This should continue with greater vigour in the new 3-year plan. Early identification can be helped by increased monitoring by the Data Lead. Further support and quality assurance of joining and using local libraries along with visiting significant regional libraries.</p>

3.2 Parents Attendance	Slq	£100 to cover transport, individual meetings, resources for parents to attend workshops and Parents' Evenings or received printed reports.	£0	Historical data shows lower PP family attendance at school events	No gap to peers, individual improvements due to barriers removed	<p>Attendance by parents:</p> <p>Disadvantaged = 88%</p> <p>Non disadvantaged = 98%</p> <p>In Y10, however, the Disadvantaged attendance was 76%.</p> <p>This was an underspend due to the success of the virtual parents events and the email conversations between parent a staff. This of course has no additional cost.</p> <p>This should continue in the new 3-year plan alongside a designated suite of parent evening and communications from staff.</p>
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<p>3.3 Character Education +Cultural Capital</p>	<p>Form Tutors</p>	<p>£1,500 to cover the development of opportunities specifically design for PP pupils (such as further education, resilience, confidence, Duke of Edinburgh, Glan Llyn)</p>	<p>£763.51</p>	<p>Uptake of character opportunities and cultural capital for individuals as well as comparison to peers (C points)</p>	<p>No gap to peers, individual improvements due to barriers removed. Tracking PP pupils through the achievement of Character Benchmarks with all pupils to achieve the certificate by the end of Year 10.</p>	<p>% of pupils achieving character recognition</p> <table border="1" data-bbox="1626 204 1906 475"> <thead> <tr> <th></th> <th>% of pupils > 1</th> <th>% of PP > 1</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>99</td> <td>100</td> </tr> <tr> <td>Year 8</td> <td>98</td> <td>96</td> </tr> <tr> <td>Year 9</td> <td>98</td> <td>96</td> </tr> <tr> <td>Year 10</td> <td>97</td> <td>100</td> </tr> <tr> <td>Year 11</td> <td></td> <td></td> </tr> <tr> <td>Totals</td> <td>98</td> <td>98</td> </tr> </tbody> </table> <p>This should continue in the new 3-year plan, with a greater and earlier focus on those pupils who are not achieving character points/notes.</p>		% of pupils > 1	% of PP > 1	Year 7	99	100	Year 8	98	96	Year 9	98	96	Year 10	97	100	Year 11			Totals	98	98
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<p>3.4 Careers</p>	<p>Slq / Careers Team</p>	<p>£700 to cover any costs associated with the uptake of actual and virtual careers opportunities</p>	<p>£525.00</p>	<p>Regular meetings with Careers Advisor to ensure awareness of opportunities and ambition. Usage of Unifrog.</p>	<p>No gap to peers, individual improvements due to barriers removed. Ensuring at least one first choice work experience.</p>	<p>PP Pupils all received careers interviews. Where possible these were the first meetings in the year group.</p> <p>Careers trips included: visiting Trafford College, NHS careers, Manchester Airport Careers, and Army Careers.</p> <p>Visiting Speakers: all local post-16 providers.</p> <p>This is worth continuing in the new 3-year plan, with a greater focus on high ability disadvantaged and university trips. Y9 Disadvantaged pupils are to receive families discussion re GCSE Options.</p>																					

3.5 Rewards	Slq and All Staff	£2400 + £150 in attendance prizes: in pupil centred, self-decided rewards that further cultural capital and character development, and Behaviour and Attitude and Attitude to Learning, Attendance.	£1894.52	Ensuring PP pupils access appropriate rewards and are not limited in any way	Effective rewards system as proved by voice satisfaction	<p>41% of all prize winners were Disadvantaged pupils.</p> <p>This is worth continuing with a greater focus on ensuring rewards are reading, experience, careers based.</p>
3.6 Trips	Slq	£2,500 to fund any necessary costs associated with curriculum-based trips (not Character or Cultural Capital trips with have a separate code), any costs that support the challenges in this plan, and to significantly subsidise any other form of school trip.	£1482.04	Ensuring pupils have no barriers to going on trips	Proof of exhausting barriers resulting in maximum % of PP pupils going on trips.	<p>All Disadvantaged Pupils attended a school trip during 23/24. The proportion on optional trips was often slightly lower than the proportion of disadvantaged pupils in the school.</p> <p>This is worth continuing in the new 3-year plan. With a greater focus on early communication to the pupils and parents setting out how the experience is beneficial and that their attendance is required. All efforts should then be made to remove any financial or logistical barriers.</p>

3.7 Extra-curricular attendance	Slq	£1,300 to fund any associated costs with attending extra-curricular clubs (inc. transport, equipment, drama and music peripatetic, taking part in school productions)	£1467.58	Ensuring pupils have no barriers to attending extra-curricular	No gap to peers, individual improvements due to barriers removed. Ensuring at least one first choice extra-curricular.	<table border="1" data-bbox="1630 97 1854 344"> <thead> <tr> <th></th> <th>% of pupil >1 per fortnight</th> <th>% of PP > 1 per fortnight</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>73</td> <td>68</td> </tr> <tr> <td>Year 8</td> <td>56</td> <td>39</td> </tr> <tr> <td>Year 9</td> <td>57</td> <td>42</td> </tr> <tr> <td>Year 10</td> <td>61</td> <td>59</td> </tr> <tr> <td>Year 11</td> <td>66</td> <td>48</td> </tr> <tr> <td>Totals</td> <td>71</td> <td>53</td> </tr> </tbody> </table> <p data-bbox="1630 451 2136 687">This should continue in the new 3-year plan. Early communication, greater enjoyment and engagement, the removal of any logistical or financial barriers. The new plan also has some specific targeted opportunities.</p>		% of pupil >1 per fortnight	% of PP > 1 per fortnight	Year 7	73	68	Year 8	56	39	Year 9	57	42	Year 10	61	59	Year 11	66	48	Totals	71	53
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3.9 Summer School	EKI	£3000 In top slice - to fund the NCS provision of Summer School	£0	Early and regular communication with all Y6 pupils and PP pupils in Y7 and Y8	Proof of exhausting barriers resulting in maximum % of PP pupils attending Summer School	<p data-bbox="1630 727 2136 879">The attendance at the was 24 out of 28 Y6 disadvantaged pupils. This year, 6 Y10 pupils were pupil mentors and 2 were from the disadvantaged cohort.</p> <p data-bbox="1630 986 2136 1102">This should be continued in the new 3-year plan, including the involvement of year 5 Disadvantaged pupils.</p>																					