



## PUPIL PREMIUM STRATEGY STATEMENT 2024 - 25

### SCHOOL OVERVIEW

Number of pupils in school [Years 7-11]	1013
Proportion [%] of pupil premium eligible pupils	34%
Academic year/years the pupil premium strategy plan covers	3 Years
Date this statement was published originally	October 2021
Date this version was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Curriculum Committee
Pupil Premium Lead	Beth Hart
Governor Lead	Fran Hooker

### FUNDING OVERVIEW

### ALLOCATION

Pupil premium funding	£342,300
Pupil Premium funding carried forwards from previous years	£0
Total budget this academic year	£342,300

### STATEMENT OF INTENT

Our intention is that all students, irrespective of their socio-economic background, follow an ambitious and engaging curriculum that embeds knowledge, develops skills and enriches their lives and learning. Through high expectations we aim to create successful, responsible and well-informed young adults; despite the significant challenges, the School's intent is that all are able and willing to make a positive contribution to society.

Consistently, our disadvantaged students perform above the National average; in fact, in 2019, the progress of this group would place them in the top 10% of schools nationally at KS4. In 2024, whilst progress was not as strong, it was still above the National average. The focus of our Pupil Premium Strategy remains high attainment, thereby, improving access to further education and employment, in-line with their non-disadvantaged peers. Implicit in the desired outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Inclusive high-quality teaching and learning is at the heart of our approach. Prioritising delivery by subject specialists, ensures our staff have in-depth and rich understanding of their specialisms, allowing them to promote a love of their subject through adaptive pedagogical techniques and well-sequenced curriculums.

Our Continuing Professional Development Programme will focus on improving our students' literacy and oracy, through our 'Loving to read' and 'Literacy to learn' strategies. This is in response to having identified academic gaps in reading and writing, alongside the School's recognition of well-established research links between improved literacy and successful life chances, particularly for disadvantaged students.

Key Stage 3 intervention programmes, including our Reading Mentors and Scholars Club and Key Stage 4 interventions, including Extended School Tuition and Academic Support Sessions, prioritise Disadvantaged students. A renewed drive on improving student behaviour includes recruitment of Family Engagement Officers, launch of the Family Engagement Hub, Behaviour Committee meetings and the use of the Alternative Curriculum Hub programme. These strategies are all aimed at targeting pre-emptive and proactive support for children that present challenging behaviours. Our approach will be responsive to common challenges, individual needs and rooted in robust diagnostic assessment – not assumptions about the impact of disadvantage.

We are committed to supporting personal development and nurturing the interests and talents of all our students. Evidence suggests that participation in extra-curricular opportunities improves attendance, behaviour and peer relationships for all students, including lower income families. Our enhanced enrichment provision will be a key strategy in improving the well-being and cultural capital of our disadvantaged cohort, allowing them to excel.

## CHALLENGES

No single difficulty or barrier hinders the success of our disadvantaged students. Every child comes to the School with a unique set of experiences, aspirations and prior achievement. However, some of the common barriers are:

1	<p><b>Levels of Literacy</b></p> <p>Assessments indicate that disadvantaged students generally have lower levels for reading and writing. In 2024, 66% and 23% of PPG students achieved a 5+ and 7+ respectively in GCSE English, compared to 77% and 35% Non-PPG. Mean Reading KS2 Scaled score are 103 PP and 106 Non-PP</p>
2	<p><b>Levels of Numeracy</b></p> <p>Assessments indicate that disadvantaged students have generally lower numeracy levels than their peers. In 2024, 44% and 13% of PPG students achieved a 5+ and 7+ respectively in GCSE Maths, compared to 52% and 16% non-PPG. Mean Maths KS2 Scaled score for the Year 7 2024-25 cohort are 103 PP and 106 Non-PP.</p>
3	<p><b>COVID-19</b></p> <p>The disruption caused by COVID-19 is undoubtedly still having an impact and has had a disproportionately larger impact on the education of our disadvantaged students. Assessment of student engagement, the identification of academic gaps and discussions with students and families have evidenced school closures impacting more significantly on disadvantaged students – this mirrors National trends.</p> <p>Our engagement data from the first Lockdown, suggested that FSM students were 17% more likely to be disengaged from their learning. This was particularly prevalent with FSM, lower ability, Males. <a href="#">EEF Analysis of impact of Covid-19 on attainment gap</a></p>
4	<p><b>Social and Emotional issues</b></p> <p>Referrals to our Well-being Hub and discussions with students, families and teachers have identified social and emotional issues for many students. We have experienced an increased need for bereavement counselling, support for anxiety and depression and low self-esteem.</p>
5	<p><b>Lack of aspiration and cultural capital</b></p> <p>Interviews with our Careers Advisor suggest that disadvantaged students require greater guidance to identify pathways in education and employment. Furthermore, they require an increased level of support to reach their goals in comparison to their non-disadvantaged peers and are at an increased risk of becoming NEET.</p> <p>Historically, a lack of aspiration has been demonstrated by a lower attendance from FSM students at academic intervention sessions and disadvantaged students have not taken as much advantage of our extracurricular enrichment opportunities. Whilst this has significantly improved, it needs to remain a focus.</p>
6	<p><b>Attendance</b></p> <p>Our FSM6 attendance of 91.9%, in 2023-24, is significantly higher than the National average of 85.4%. However, attendance for the disadvantaged was below that of their non-disadvantaged peers [91.9% FSM6 vs 94.6% Non FSM6]. In parallel to the National trend, we have seen a substantial increase in Persistent Absence, but remain significantly below National Averages for this measure [15% vs 27%].</p>
7	<p><b>Suspension rates</b></p> <p>Higher levels of Suspensions are experienced by Disadvantaged students. Exclusion data for 2023-24 evidenced that 45% of our suspensions were for PP students. This mirrors National trends as identified by <a href="#">Centre for Social Justice, 2024</a>.</p>

## INTENDED OUTCOMES

This explains the outcomes we are aiming for by the end of our current strategy plan and the success criteria they will be measured against.

<p>Improved reading levels among disadvantaged students in KS3</p>	<p>Reading assessments to demonstrate a measurable improvement in comprehension skills among disadvantaged students and a smaller disparity between scores of disadvantaged and their non-disadvantaged peers.</p>
<p>Improved attainment among disadvantaged students at the end of KS4</p>	<p>We aim to achieve and sustain 9-4 of +70% and 9-5 of +45% in English and Maths for Disadvantaged students.</p>
<p>Improved attendance for all students, particularly the disadvantaged students</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• Maintaining the overall absence rate for disadvantaged students, being no more than 5%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being maintained at 1%</li> <li>• The overall persistent absence rate for all students being no more than 7% of the cohort.</li> </ul>
<p>Decreased Suspension rates for all students, particularly for disadvantaged students</p>	<p>Sustained low exclusion rates demonstrated by:</p> <ul style="list-style-type: none"> <li>• Fixed term Suspensions for disadvantaged students being no more than 7% of the cohort</li> </ul>
<p>Improved well-being for all students, particularly those that are disadvantaged</p>	<p>Sustained high levels of wellbeing for 2024-25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice and student and parent surveys</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged students</li> <li>• A significant increase in participation in social skill-development groups, particularly among disadvantaged.</li> </ul>

## 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 FROM PUPIL PREMIUM: £280,000

ACTIVITY	EVIDENCE TO SUPPORT THIS APPROACH	CHALLENGE ADDRESSED
Continuing Professional Development	<p>This year's CPD programme is focused on improved pedagogical practice in literacy, oracy and the improved understanding of pedagogical content knowledge and curriculum sequencing.</p> <p><a href="#"><u>EEF Improving Literacy in Secondary Schools report</u></a>  <a href="#"><u>EEF Reading strategies evidence</u></a>  <a href="#"><u>EEF Oracy strategies evidence</u></a></p> <p>Staff receive a bespoke programme of support to address areas of development such as effective assessment or differentiation.</p> <p>In addition, staff are being upskilled on effective Careers Education.  <a href="#"><u>EEF Importance of Careers Education for Disadvantaged</u></a></p>	1 2 3 5
Continued high levels of Curriculum allocation to English	<p>The identified academic gaps in reading, writing and loss of learning, due to the pandemic, reflect the well-documented trends seen in National research. The School recognises the established links between improved literacy and successful life chances, particularly for disadvantaged students.</p> <p><a href="#"><u>EEF Improving Literacy in Secondary Schools report</u></a>  <a href="#"><u>EEF Reading strategies evidence</u></a>  <a href="#"><u>EEF Oracy strategies evidence</u></a></p>	1 3
Additional teaching staffing in English and Maths	<p>Additional staffing has supported the increase in the number of English lessons and accommodates smaller class sizes in English and Maths. Smaller classes allow teachers to provide increased individualised support and improved quality of feedback.</p> <p><a href="#"><u>EEF Feedback evidence</u></a>  <a href="#"><u>EEF Reduced class size evidence</u></a>  <a href="#"><u>EEF Individualised Instructions evidence</u></a></p>	1 2 3

TARGETED ACADEMIC SUPPORT [TUTORING, ONE-TO-ONE SUPPORT STRUCTURED INTERVENTIONS] BUDGETED COST PUPIL PREMIUM AND RECOVERY PREMIUM: £43,000		
ACTIVITY	EVIDENCE TO SUPPORT THIS APPROACH	CHALLENGE ADDRESSED
Interventions to support underachieving and disadvantaged students	Tuition targeted at specific needs and knowledge gaps can be an effective method to support underachieving students, including disadvantaged. <a href="#">EEF Small Group Tuition evidence</a> <a href="#">EEF Individualised Instructions evidence</a> <a href="#">EEF Extended School evidence</a>	1 2 3
Reading intervention programme for underachieving students	Reading comprehension strategies can have a positive impact on students' ability to understand a text and enrich their vocabulary. <a href="#">EEF Reading strategies evidence</a> <a href="#">EEF Oracy strategies evidence</a>	1 2 3
Community Languages Tuition	Tuition in Community Languages supports disadvantaged EAL students in raising their attainment and increases their opportunities to transition to courses of their choice. <a href="#">EEF Small Group Tuition evidence</a>	3 5

WIDER STRATEGIES [RELATED TO ATTENDANCE, BEHAVIOUR, WELLBEING] BUDGETED COST PUPIL PREMIUM: £20,000		
ACTIVITY	EVIDENCE TO SUPPORT THIS APPROACH	CHALLENGE ADDRESSED
Attendance Support Officer	Improved attendance has a direct correlation with improved attainment. <a href="#">DfE School Attendance guidance</a>	6
Enrichment activities including Music clubs, peripatetic lessons, sporting clubs, coding clubs, Art clubs, science clubs, book clubs, academic societies, competitions and many more	Disadvantaged students will experience increased cultural capital and improved attendance, behaviour and peer relationships through participation in extra-curricular and enrichment opportunities. <a href="#">DfE Extended Activity Provision in Schools report</a> <a href="#">EEF Physical Activity evidence</a> <a href="#">EEF Social and Emotional Learning evidence</a>	1 2 3 4 5 6 7
Social and Emotional interventions and support clubs	Our Well-being Hub, Learning Mentor and School Counsellor provide students with bespoke support to address anxiety, depression, bereavement and aid students in forming positive relationships with staff and students. <a href="#">EEF Social and Emotional Learning evidence</a>	4 5 6 7
Hardship fund	Our most vulnerable students receive support in purchasing uniform, academic and enrichment trips and resources.	1 3 5 6

## PUPIL PREMIUM STRATEGY OUTCOMES

This details the impact that our pupil premium activity had on students and the progress we have made towards our intended outcomes.

### *Improved reading levels among disadvantaged students in KS3*

46 Students with low reading levels have received over 1500 hours of targeted support through the Ruth Miskin Fresh Start Programme, supporting students with phonics and basic reading skills. All students have progressed through the programme. The Ruth Miskin Programme is being developed into our Phoenix Programme for 2024-25 to support students to improve their levels of reading comprehension in addition to phonics. Ofsted 2022, stated that 'Literacy underpins the curriculum in all subjects'.

### *Improved attainment and progression among disadvantaged students at the end of KS4*

Students achieving the Basics has improved since 2022-23 and is significantly above the National Average. The Disadvantage P8 gap has narrowed to 0.15, however, the average P8 score for Disadvantaged students, and our cohort as a whole, has declined since 2019.

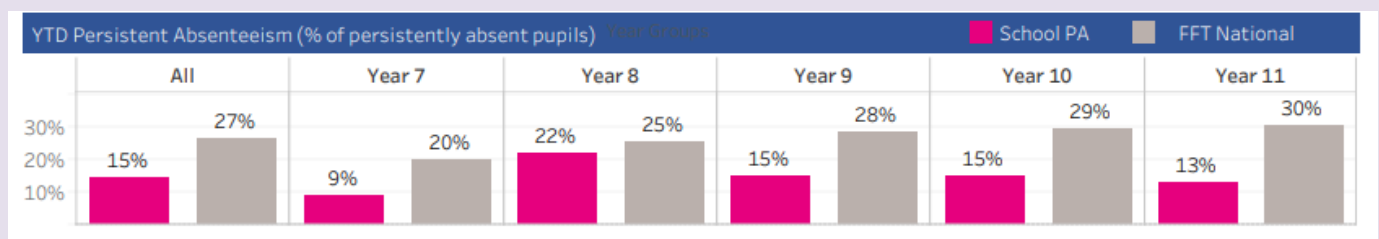
Year	2018-19 HCS	2021-22 HCS	2022-23 HCS	2023-24 HCS	2023-24 National
P8 Gap	0.4	0.4	0.4	0.15	0.7
9-4 EM Disadvantaged	58%	68%	55%	66%	47%
9-5 EM Disadvantaged	33%	42%	37%	40%	28%

The importance of high attendance is highlighted by the difference in the P8 scores of disadvantaged students, with varying attendance. FSM students with +95% achieved an average P8 of 0.5, those with <85% attendance achieved -0.6 [SISRA collaboration data].

### *Improved attendance for all students, particularly the disadvantaged students*

Our Attendance rates for all groups, including Disadvantaged have been significantly above the National average throughout 2023-24, as recognised by our receipt of the FFT National School Attendance Award, placing us in the top 25% of Schools. It was 6.5% above the National average for FSM6. However, we must continue to drive improvements to bring it back to pre-pandemic levels and aim for an overall absence rate of no more than 5%. The School Persistent Absence rate was significantly below National average at 15% compared to 27%. We continue to aim for pre-pandemic levels of Persistent Absence below 7% of the Disadvantaged cohort.

Year	2018-19 HCS	2021-22 HCS	2022-23 HCS	2023-24 HCS	2023-24 National
FSM6 Attendance	95%	91%	90.5%	91.9%	85.4%
Absence gap	1.0%	1.6%	1.8%	1.8%	5.4%



2023-24

*Decreased suspension rates for all students, particularly for disadvantaged students*

In line with National trends, we have seen an increase in the number of Suspensions, particularly for our Disadvantaged cohort [6% Non-PP vs 12% PP]. This has been a key driver for our renewed focus on Behaviour within the school, aiming to reduce the need for student suspensions.

*Improved well-being for all students, particularly those that are disadvantaged*

The development of our Well-being Hub, encompassing our Safeguarding Team, our School Counsellor and Learning Mentor has improved our provision for Disadvantaged students, providing bespoke support to address anxiety, depression, bereavement and aid students in forming positive relationships with staff and students. Over 400 students are supported through a variety of projects, interventions and clubs, with disadvantaged students comprising between 30-60% of the cohort, dependent on the programme.

Following our excellent increase in participation in enrichment activities since 2022, we have sustained high levels of engagement in 2023-24, with over 880 students enjoying clubs such as karate, yoga, football, badminton, coding, chess, journalism, art, choir and peripatetic music lessons. As a result of targeted encouragement, 69% of FSM students are participating, higher than 63% Non-FSM. Female participation, and particularly FSM Female participation, continues to be an area of development. For 2024-25 we have recruited a second Enrichment Coordinator, highlighting our commitment and drive to improving the personal development of our students.

We believe that our focus on high quality teaching and learning, commitment to continuing professional development for our staff, our well-sequenced and coherent curriculum, our pastoral support systems and our use of targeted intervention strategies, positively contribute to raising the attainment, progress and life chances of our Disadvantaged students. The Pupil Premium spend is reported to the Governors' Finance and General Purposes meeting in the Autumn Term.