

## Pupil premium strategy statement 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	900
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-24 / 2024-25
Date this statement was published	Dec 23
Date on which it will be reviewed	Sept 24
Statement authorised by	The Governing body
Pupil premium lead	Nichola Underwood
Governor lead	Lesley Broom

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203601
Recovery premium funding allocation this academic year	£79306
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)	£0

<p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	
<p><b>Total budget for this academic year</b></p>	<p>£282907</p>

## Part A: Pupil premium strategy plan

### Statement of intent

We are committed to providing an inclusive and equitable education for all our students. We recognise that some pupils face unique challenges and disadvantages that can hinder their academic progress and overall well-being. To address these disparities and ensure that every child has an equal opportunity to succeed, we pledge our unwavering commitment to the effective utilisation of the Pupil Premium funding.

Our overarching intent is to narrow the attainment gap between disadvantaged and non-disadvantaged pupils. We are resolute in our belief that socio-economic circumstances should not determine a child's educational outcomes. To achieve this, we have devised a comprehensive strategy that focuses on the following key principles:

**Identification and Support:** We will identify pupils who are eligible for Pupil Premium funding through robust and accurate data analysis. This includes not only those currently receiving free school meals but also those who have been eligible in the past or fall within other qualifying criteria. We will provide personalised support to address their specific needs.

**Quality Teaching and Learning:** We will invest in continuous professional development for our staff to ensure high-quality teaching. Our teachers will employ evidence-based instructional strategies and interventions to maximise the progress of disadvantaged pupils.

**Targeted Interventions:** We will offer targeted interventions and support programmes, both in and out of the classroom, to accelerate the progress of disadvantaged pupils where a particular need may appear.

**Parental Engagement:** We will actively involve parents and carers in their child's education, fostering a strong home-school partnership. This will include regular communication and guidance on how they can support their child's learning at home.

**Monitoring and Evaluation:** We will continuously monitor the impact of our interventions and assess their effectiveness through data analysis and feedback from staff, parents, and pupils. We will make adjustments as needed to ensure that the Pupil Premium funding is used most effectively.

**Accountability and Transparency:** We will maintain transparency in our use of Pupil Premium funds and report on our progress regularly to parents, governors, and other stakeholders.

By adhering to these principles, we aim to break down barriers to success and create an inclusive educational environment where every pupil, regardless of their background, can thrive academically and socially. We understand that this is a long-term commitment, and we are dedicated to the continuous improvement of our strategies to ensure the best outcomes for all our pupils.

## Challenges

Challenge number	Detail of challenge
1	Attendance of disadvantaged pupils is not in line with similar cohorts.
2	To raise the outcomes of GCSE maths and English for disadvantaged pupils
3	Ensuring that disadvantaged pupils have a successful post 16 transition and make expected progress.
4	The proportion of suspensions for disadvantaged pupils is higher than non-PP students
5	Disadvantaged pupils tend to have a reduced range of cultural experiences

## Intended outcomes

Intended outcome	Success criteria
Attendance of disadvantaged pupils improves relative to similar cohorts elsewhere-within 3% of the FFT national of the same cohort.	Attendance of disadvantaged pupils will be within 3% of non-PP pupils

Improve the literacy and numeracy skills of our disadvantaged pupils so a greater proportion achieve a grade 4+ or better in GCSE Maths and English by the end of Year 11	PP pupils to move from a score of 2.94 for English and 3.08 for maths to APS of 4
All disadvantaged pupils have a successful post 16 transition. Disadvantaged pupils make their expected progress	All disadvantaged pupils have a destination post 16 and are not NEET. Expected progress data to be added when available.
To ensure that the proportion of suspensions for disadvantaged pupils is in line with their proportion as a whole within the school	The number of suspensions for disadvantaged pupils is no greater than 30% of the whole school cohort
A wide range of cultural experiences are provided to disadvantaged learners	All disadvantaged pupils in Years 7 to 10 have a CV by the end of the academic year outlining their achievements and cultural experiences

### 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

Budgeted cost:

Training and support release time £15,000

Additional teaching staffing in Maths and English £50,000

Additional resources £15,000

Financing of school Library to provide access to books for disadvantaged learners £30,000

Total = £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to support the development and implementation of the core offer	The core offer consists of evidence-based teaching and learning strategies drawn from the EEF and Rosenshines Principles of Instruction.	2/3

CPD to further development the Pillars of Excellence focussing on assessment and feedback	The Education Endowment Foundation (EEF) state providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.	2/3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)  
 Budgeted cost: £ 60,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Provision of a School Library to ensure disadvantaged pupils have access to 'reading for pleasure'	The National Literacy Trust states that overall, children and young people who used the school library had better levels of reading enjoyment, reading for pleasure, reading confidence, writing for pleasure, writing confidence, and reading attainment than those who did not. They also tended to read and write a greater variety of material relative to non-library users	2/3
Use the Library to support disadvantaged pupils to support students with their homework, especially in Maths and English	Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).	2/3
Use of sixth formers to create small group / one to one tutoring to support Maths and English development during Years 9, 10 and 11, especially focussing on those who were meeting	Evidence from the EEF: Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school.  On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are	2/3

standards at the end of KS2 but are no longer doing so	identified as having low prior attainment or are struggling in particular areas	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Utilising the new attendance systems to focus support on disadvantaged students whose attendance is adversely affecting their academic outcomes	<p>Improving school attendance: support for schools and local authorities” May 2022</p> <p>Nudge theory was named and popularised by the 2008 book, 'Nudge: Improving Decisions About Health, Wealth, and Happiness', written by American academics Richard H Thaler and Cass R Sunstein. The book is based strongly on the Nobel prize-winning work of the Israeli-American psychologists Daniel Kahneman and Amos Tversky.</p> <p>The EEF state that parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	1
Use the new pastoral school systems to provide additional support to improve both the behaviour and social / emotional learning of disadvantaged students. Provide additional staffing within the pastoral PALS team to work with both students and parents on improving their behaviour	<p>Evidence from the EEF states:</p> <p>Small group tuition has an average impact of four months’ additional progress over the course of a year.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be</p>	1/4

	<p>especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories:</p> <ol style="list-style-type: none"> <li>1. Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;</li> <li>2. Universal programmes which seek to improve behaviour and generally take place in the classroom; and</li> <li>3. More specialised programmes which are targeted at students with specific behavioural issues.</li> </ol>	
<p>Provide additional careers support for disadvantaged pupils in order to provide additional one to one guidance or more intensive 'Futures' career packages for those with low aspirations</p>	<p>The EEF state that careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work</p>	<p>1/3/5</p>
<p>Provide a range of opportunities to support disadvantaged pupils to develop a wider cultural experience through activities such as:</p> <ul style="list-style-type: none"> <li>• Continued development of Skills Builder and Challenge Days</li> <li>• Opportunity for Year 7 and 8 to participate in an Arts Production or visit</li> <li>• Access to music tuition</li> <li>• Access to Sports Clubs</li> <li>• Access to Experience More opportunities</li> </ul>	<p>The EEF states:</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides</p>	<p>3/5</p>

<p>Ensure all disadvantaged pupils develop an annual CV of all their additional learning experiences to support future applications for jobs / education providers.</p>		
<p>Provide additional small group support through the Lighthouse provision to ensure vulnerable pupils, or those at risk of exclusion, are provided with small group intervention to support them across a range of subjects.</p>	<p>As previously stated, evidence from the EEF small group tuition has an average impact of four months' additional progress over the course of a year</p>	<p>1/4</p>

**Total budgeted cost: £ 280,000**

**Part B: Review of the previous academic year**

Outcomes for disadvantaged pupils

APS for disadvantaged pupils was 2.98 compared to 3.89 for all other pupils. 46% of disadvantaged pupils achieved 5+ GCSES at grade 4 or higher compared to 55% of all other pupils with 33% achieving 5 GCSE at grade 5 or higher and 10% at grade 7 or higher. This compares to 38% grade 5 and 9% at grade 7 for all other students. 36% of disadvantaged pupils attained grade 4+ for English and maths. The equivalent percentage for all pupils was 48%. 14% of disadvantaged pupils achieved the Ebacc with 30% of disadvantaged pupils entered for it. For non-disadvantaged pupils these figures were 17% achieved and 36% entered.