

# Pupil premium strategy statement for St Bede's Inter-Church School

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	923
Proportion (%) of pupil premium eligible pupils	14.63%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2024/25
Date this statement was published	Original December 2021, updated December 2022 and December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Alistair Day, Headteacher
Pupil premium lead	Anna Grady, Assistant Headteacher
Governor / Trustee lead	Andrew Day, Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,510
Recovery premium funding allocation this academic year	£31,464
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£177,974</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### **Objectives for our disadvantaged students:**

For all students, irrespective of their background or the challenges they face, to make good progress and achieve the best possible outcomes, particularly in EBacc subjects. We use the pupil premium grant to help raise the attainment of disadvantaged students of all abilities so that they can reach their potential.

### **To meet this objective, we aim for all students to:**

- Experience high quality teaching and make good progress
- Experience good levels of wellbeing
- Be included in all aspects of school life
- Acquire the knowledge and cultural capital they need to succeed in life
- Have high academic/vocational/technical ambition and be ready for the next stage of education or training, with the knowledge and skills they need and qualifications that allow them to go on to destinations that meet their interests and aspirations
- Experience a coherently sequenced curriculum which considers their starting points and is successfully designed and adapted to be ambitious, meet their needs and develop their knowledge, skills and ability to apply what they know and can do with increasing fluency and independence.

### **Students this strategy supports:**

All students eligible for the pupil premium, including those eligible for free school meals, those who have been eligible in the last 6 years, looked after and post-looked after children. This includes eligible students who are already high attainers.

We also use the premium to support the needs of vulnerable students, such as those who have a social worker and young carers, regardless of whether they are currently eligible for the pupil premium.

Due to the focus on high quality teaching, the strategy supports all students across our school, regardless of whether they are currently eligible for the pupil premium.

### **The key principles of our strategy plan:**

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through tutoring for students whose education has been worst affected and through support for mental health.

Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes, raising expectations of what they can achieve
- Be alert and identify early where barriers exist or additional support is required
- Work in a joined-up way and use systems to ensure that provisions for individuals are evidence-based, targeted and reviewed
- Ensure disadvantaged students are challenged appropriately in the work that they are set
- Work proactively to encourage students to take up additional opportunities to enrich their school experience and raise aspirations.
- Work with parents, carers and, as necessary, other professionals/specialist services to best to support disadvantaged students.

## Challenges

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

Challenge number	Detail of challenge
<p>1</p> <p>Maths and numeracy</p>	<p>On arrival at St Bede's, standardised baseline assessments show there is a gap between disadvantaged students' cognitive abilities, including in thinking with numbers, thinking with shapes and thinking with shapes and space, compared to their peers.</p> <p>In 2021, assessments on entry to Year 7 indicated a gap in quantitative, non-verbal and spatial cognitive ability scores compared to their peers (gaps of 11, 10, 11 points). This is also the case for Year 10 but the gaps are narrower (gaps of 8, 9, 6 points).</p> <p>In 2023, assessments on entry to Year 7 indicate a gap in quantitative, non-verbal and spatial cognitive ability scores compared to their peers (gaps of 11, 7, 12 points). This is also the case for Year 10 but the gaps are narrower (gaps of 10, 8, 10 points).</p> <p>Subsequent internal assessments show that in maths, disadvantaged students make strong progress (positive progress 8 scores), however their average attainment is lower than that of their peers.</p>
<p>2</p> <p>English and literacy</p>	<p>On arrival, standardised baseline assessments show that there is a gap in disadvantaged students' cognitive ability to think with words compared to their peers.</p> <p>In 2021, standardised baseline assessments in Year 7 indicated a gap in verbal cognitive ability scores compared to their peers (gap of 12 points). This was also the case for Year 10 (gap of 12 points).</p> <p>In 2023, standardised baseline assessments on entry to Year 7 indicated a gap in verbal cognitive ability scores compared to their peers (gap of 11 points). This was also the case for Year 10 (gap of 12 points).</p> <p>In 2022, initial reading assessments for Year 7 on entry showed a gap of -8.7 in the standardised scores for reading and -4.6 for spelling.</p> <p>A higher percentage of disadvantaged students arrive with reading ages below 9 years 6 months than other students (21% versus 6% for 2026 cohort).</p> <p>Subsequent internal assessments show that in English, disadvantaged students make strong progress (positive progress 8 scores), however for most year groups, their attainment is lower than that of their peers.</p>

<p>3</p> <p>Additional needs</p>	<p>As of December 2023, 7.2% of students at St Bede's have an education, health and care plan (EHCP) and a further 9.3% of students require SEND support. This compares to a national figure of 2.4% of students with EHCPs and 12.4% with SEND support in mainstream secondary schools in England.</p> <p>A disproportionately high number of students who are eligible for the pupil premium also have SEND: <b>20.4%</b> of students eligible for the pupil premium have EHCPs and a further <b>15.5%</b> of students eligible for the pupil premium require SEND support, so altogether over a third of eligible students have SEND.</p> <p>Some students who are eligible for the pupil premium are also young carers.</p>
<p>4</p> <p>Impact of remote learning</p>	<p>In a student voice survey in 2021, nearly half of disadvantaged students said they found it difficult to work during the period of partial school lockdown and this was higher than for the control group.</p> <p>While we have not seen a noticeable decline in the progress of disadvantaged students as a group compared to other students (based on Y7 into Y8 in 2021), for some individuals there are knowledge gaps and a resultant loss in confidence.</p> <p>Also, where students did not sustain engagement with remote learning, they are likely to have missed opportunities to build cultural capital through opportunities such as online assemblies and tutor times in addition to academic lessons. During partial lockdown too, all students missed educational trips which build cultural capital and can raise aspirations.</p>
<p>5</p> <p>Meta-cognition, self-regulation and homeworking</p>	<p>Student voice suggest some disadvantaged students lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their planning and monitoring. This is demonstrated across the curriculum, for example in humanities subjects.</p> <p>In a student voice survey in summer 2021, nearly a third of disadvantaged students said they did not have a quiet place at home where they could study without distraction. 17% said they often rushed homework and a third checked EPrise only once a week. 19% of disadvantaged students felt that they were prevented from reaching their potential by not completing all homework and 19% from not putting enough effort into their homework.</p>

<p>6</p> <p>Wellbeing</p>	<p>Through student voice as well as observations and discussions with students and families, we have identified social and emotional issues for some students, including anxiety and low self-esteem. Discussions suggest this is driven partly by lack of opportunity to communicate and build relationships with peers during the pandemic lockdowns including through the normal array of enrichment opportunities.</p> <p>In a student voice survey in 2021, over half of disadvantaged students said they did not get at least 8 hours of sleep most nights.</p>
<p>7</p> <p>Attendance and mobility</p>	<p>Our attendance data shows that while attendance of students as a whole is higher than the national average, there is an internal gap between disadvantaged and other students.</p> <p>The same is true for persistent absentees – school levels are lower than average for state secondary schools, but there is an in-school gap between disadvantaged students and their peers.</p> <p>Mobility: While it is rare for disadvantaged students to leave, new students who are eligible for free school meals often join our school during key stage 4. They may be particularly disadvantaged by having disrupted education up to this point and will not have benefitted from the ongoing implementation of our pupil premium strategy from Year 7.</p>
<p>8</p> <p>Destinations</p>	<p>A small number of disadvantaged students do not stay in education or employment when they leave our school.</p> <p>At the start of this strategy, for 2020 leavers, 88% of 15 students stayed in education or employment for at least 2 terms after key stage 4. Students remaining in education or employment were 11 of 13 of the 2017 leavers cohort (85%), 14 of 16 of the 2018 leavers cohort (88%) and 14 of 15 of the 2019 leavers cohort (93%).</p>

## 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
High levels of progress among disadvantaged students.	A positive average Progress 8 score at KS4 showing students making more than expected progress, with the majority making at least +0.5 progress.
Strong metacognitive and self-regulatory skills among disadvantaged students.	Teacher and student voice suggest disadvantaged students are able to plan, monitor and regulate their own learning and usually or always submit homework tasks.
Disadvantaged students have good levels of wellbeing and are involved in all aspects of school life and opportunities to build cultural capital, aspirations and resilience.	<p>Sustained high levels of wellbeing for disadvantaged students, demonstrated through student voice, parent/carer voice and teacher observations.</p> <p>Disadvantaged students participate in opportunities such as music tuition and take up leadership opportunities such as being on the school senate.</p> <p>Disadvantaged students participate in enrichment activities such as trips, clubs and musical instrument tuition at least as much as other students.</p>
Students are ready for their next stage of education or training, with the knowledge and skills they need and qualifications that allow them to go on to destinations that meet their interests and aspirations.	<p>Destination data shows all disadvantaged students continue full time education or employment for at least two terms post-16.</p> <p>All disadvantaged students meet with a careers advisor where possible and students at risk of becoming not in education, employment or training referred to a transitions advisor.</p>
To achieve and sustain improved attendance for all students, particularly disadvantaged students.	Overall attendance returns to pre-pandemic levels and the gap between FSM and non-FSM narrows towards closure, both overall and for persistent absentees.

## 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: £88.987

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Continuing Professional development and learning (CPDL)</b> in evidence-based approaches:</p> <ul style="list-style-type: none"> <li>• For 2024-5, offering the opportunity for all staff to complete the National Professional Qualification (NPQ) in leading teaching.</li> <li>• High quality teaching (2022, 2023)</li> <li>• ADHD (2023)</li> <li>• Good autism practice (2022, Autism Education Trust - AET)</li> <li>• Autism and anxiety (2022, AET)</li> <li>• Fetal alcohol spectrum disorders (2023, external)</li> <li>• Vision and hearing impairments (2023, external)</li> <li>• Effective feedback (2022)</li> <li>• Coaching (2022)</li> <li>• Phonics introduction (2022)</li> <li>• Trauma and attachment (2022, external)</li> </ul>	<p>'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.' <a href="#">EEF (2021) Effective Professional Development Guidance Report</a></p> <p>'Closing the disadvantage gap means finding better ways to support students with SEND' <a href="#">EEF (2020) Special Educational Needs in Mainstream Schools,  https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p>According to a national study, three quarters of parents of post-looked after children of secondary school age feel that their adopted child's progress in learning is affected by problems with their wellbeing in school. Learning is obstructed if students are expending energy 'keeping it together' at school. <a href="#">Adoption UK (2018) 18 Bridging the Gap: Giving Adopted Children an Equal Chance in School, available at https://www.adoptionuk.org</a></p> <p>There is a range of evidence to support use of practices such as use of retrieval, modelling, scaffolds and breaking down into small steps. <a href="#">Rosenshine, B (2012) Principles of Instruction</a></p> <p><a href="#">Evidence Based Education's Great Teaching Toolkit</a></p> <p>To avoid the most disadvantaged low attaining students from missing out on teacher interaction,</p>	<p>1, 2, 4, 5, 6, 8</p>



<ul style="list-style-type: none"> <li>• Teaching assistant deployment (2021)</li> <li>• Metacognition (2021)</li> <li>• TAs and other support staff invited to all CPDL opportunities.</li> <li>• A proportion of directed time allocated to faculty areas for subject-specific CPDL.</li> <li>• Membership of professional development organisations to raise and maintain expertise in subject specialisms and promote teaching practices grounded in research.</li> <li>• Membership of the National College for topical on-demand CPD.</li> <li>• Additions to teaching and learning library.</li> </ul>	<p>we need to ensure TAs are sufficiently trained and prepared in terms of subject knowledge and basic pedagogy to be deployed to work with a variety of students in the classroom. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">EEF (2021) Teaching Assistant Interventions, https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>'There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged students and lower prior attainers than other students. Students require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.' <a href="#">EEF (2021) Teaching and Learning Toolkit: Feedback</a></p>	
<p><b>Recruitment and retention of teaching staff</b>, including by:</p> <ul style="list-style-type: none"> <li>• Recruitment, training and retention of subject specialist teachers</li> <li>• Leads/coordinators for SEND, young carers, alternative provision, looked after and post-looked after children, pupil premium.</li> <li>• Time and training for formal programmes of mentoring/coaching for early careers teachers and trainee teachers.</li> <li>• Making leadership decisions and making best use of technology</li> </ul>	<p>Schools can motivate teachers to enter the profession by ensuring that careers in teaching are attractive, sustainable and rewarding. Managing workload and supporting the delivery of effective professional development are key to retaining great teachers. Investing in additional recruitment strategies, or boosting retention via high quality professional development, may be practical approaches selected by school leaders.</p>	1-8

<p>in ways which are mindful of teacher workload.</p> <ul style="list-style-type: none"> <li>• CPDL opportunities above.</li> </ul>		
<p>Developing <b>high quality teaching, assessment and a curriculum</b> which responds to the needs of pupils, including by:</p> <ul style="list-style-type: none"> <li>• Purchase and use of standardised diagnostic assessments including for reading and spelling both as a baseline and to assess the impact of interventions.</li> <li>• 2021-22 learning skills programme in Year 7 to aid recovery and development of metacognition and self-regulation skills.</li> <li>• Enhancement of our maths teaching and curriculum planning in line with Department for Education (DfE) KS3 and Education Endowment Foundation (EEF) guidance.</li> <li>• Embedding use of the relaunched library as a place which inspires and enables students to read fiction and non-fiction both as part of the timetabled curriculum and outside of lessons.</li> <li>• Teaching tier 2 and tier 3 vocabulary, building on a CPDL emphasis on this prior to the pandemic.</li> </ul>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct level/type of adaptations in class and additional support through interventions.</p> <p>'When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.' <a href="#">Diagnostic Assessment: Evidence Insights (EEF)</a></p> <p>'There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.' <a href="#">EEF (2021) Teaching and Learning Toolkit: Metacognition and self-regulation</a></p> <p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">DfE (2021) Teaching mathematics at key stage 3</a></p> <p>_To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models. <a href="#">EEF (2017) Improving mathematics in key stages 2 and 3</a></p>	<p>1, 2, 3</p>

	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">EEF (2018) Improving Literacy in Secondary Schools</a></p> <p>Low levels of vocabulary can impede students' wider life chances and mental health as well as their academic potential.</p> <p><a href="#">OUP (2018) Why closing the Word Gap Matters: Oxford Language Report</a></p>	
<p><b>Technology</b> and other resources focussed on supporting high quality teaching and learning, including by:</p> <ul style="list-style-type: none"> <li>• Subscription to Edukey to enable staff to access key information about students' needs including outcomes and strategies, while enabling logging, tracking and reviewing provisions to ensure we are making best use of funding.</li> </ul>	<p>Teachers need a shared understanding of students' desired outcomes, strategies and provisions outside of the classroom. 'Schools should regularly monitor and review data that describes the progress and quality of implementation and apply this information to refine the use of the intervention over time.' <a href="#">EEF (2021) Putting Evidence to Work: A Schools' Guide to Implementation</a></p>	All

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

Budgeted cost: £44,493.50

Activity	Evidence that supports this approach	Challenge number(s) addresses
<p>Provision to support language development, literacy, and numeracy and wider attainment, including through:</p> <ul style="list-style-type: none"> <li>• <b>Homework club</b></li> <li>• Provision of <b>books and equipment for learning</b>, from: <ul style="list-style-type: none"> <li>• revision materials</li> <li>• dictionaries</li> <li>• art equipment packs</li> <li>• laptops for students who need them at home and/or class where beneficial.</li> <li>• Accessibility equipment such as headsets for tuition and microphones for dictation software.</li> </ul> </li> </ul>	<p>"During lockdowns, ensuring access to technology was key, especially for disadvantaged pupils. <a href="#">EEF (2020) Remote Learning Rapid Evidence Assessment</a></p> <p>Homework has a positive impact (on average +5 months), particularly with students in secondary schools, and students eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that students from disadvantaged backgrounds are less likely to have a quiet working space and are less likely to have access to a device suitable for learning or a stable internet connection. These difficulties may increase the gap in attainment for disadvantaged students.</p> <p>'Homework clubs can help to overcome these barriers by offering students the resources and support needed to undertake homework or revision.' <a href="#">EEF (2021) Teaching &amp; Learning Toolkit: Homework</a></p>	<p>1, 2, 3, 4, 5, 6, 7</p>
<p><b>Mentoring:</b></p> <ul style="list-style-type: none"> <li>• Regular mentoring with a teacher where required.</li> <li>• An annual student review with a school leader using a coaching/mentoring approach to identify barriers, gaps and opportunities and work to solve these.</li> </ul>	<p>'Some evidence suggests that some students from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these students, as the development of trusting relationships with an adult or older peer can provide a different source of support.' <a href="#">EEF (2021) Teaching &amp; Learning Toolkit: Mentoring</a></p>	<p>1, 2, 3, 4, 5, 6, 7</p>

<p>Interventions to meet the specific needs of <b>disadvantaged pupils with SEND</b>, including by:</p> <ul style="list-style-type: none"> <li>• Adopting a range of evidence-backed interventions targeting reading, spelling and numeracy, across all years as required but with a focus on Year 7 students working below age related expectations on arrival.</li> <li>• Introducing a specific phonics scheme aimed at older early readers struggling with decoding.</li> <li>• Monitoring and reviewing the impact of interventions for individuals and by scheme/strategy, making changes and needed.</li> </ul>	<p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: <a href="#">EEF (2021) Teaching and Learning Toolkit: Teaching &amp; Learning Toolkit: Reading comprehension strategies</a></p> <p>'Well-evidenced teaching assistant interventions can be targeted at students that require additional support and can help previously low attaining students overcome barriers to learning and 'catch-up' with previously higher attaining students.' <a href="#">EEF (2021) Teaching and Learning Toolkit: Teaching Assistant Interventions</a></p> <p>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.' 'Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.' <a href="#">EEF (2021) Teaching &amp; Learning Toolkit: Phonics</a></p>	<p>1, 2, 8</p>
<p><b>Peer tutoring</b> by older students supporting younger students with spelling and reading.</p>	<p>'Peer-led tutoring approaches may help pupils to close gaps in their learning by offering targeted, peer-led support to consolidate within class learning, practice skills, and identify and overcome misconceptions.' <a href="#">EEF (2021) Teaching &amp; Learning Toolkit: Peer tutoring</a></p>	<p>2</p>
<p>One to one and small group after school <b>tuition</b> with</p>	<p>Studies in England have shown that students eligible for free school meals typically receive</p>	<p>1, 2, 3</p>

<p>qualified specialist teachers / DfE tuition partners (also through use of the NTP).</p>	<p>additional benefits from one to one and small group tuition. Tuition can enable students to make effective progress by providing intensive, targeted academic support which allows the tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each student's level of understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support students to spend more time on new and unfamiliar concepts, overcome barriers to learning and increase their progress through the curriculum.</p> <p><a href="#">EEF (2021) Teaching &amp; Learning Toolkit: One to One Tuition</a></p> <p><a href="#">EEF (2021) Teaching &amp; Learning Toolkit: Small Group Tuition</a></p>	
--	--	--

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

Budgeted cost: £44,493.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils' social, emotional and behavioural needs, including by:</p> <ul style="list-style-type: none"> <li>• <b>Talking therapies</b> including via Centre 33 and Acorn</li> <li>• Mental health lead training for pastoral team</li> <li>• Additional support via organisations such as Romsey Mill</li> </ul>	<p>There is evidence to suggest that cognitive behavioural therapy (CBT) can have a high impact on risk behaviours and behavioural difficulties: <a href="#">Gaffney, H, Farrington, DP, White, H (2021) Cognitive Behavioural Therapy, Youth Endowment Fund</a></p> <p>An Early Intervention Foundation report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: <a href="#">Clarke, A, Sorgenfrei, M, Mulcahy, J, Davie, P, Friedrich, C, McBride, T (2021) Adolescent mental health: A systematic review on the effectiveness of school-based interventions, Early Intervention Foundation</a></p>	5, 6
<p>Supporting attendance, including by:</p> <ul style="list-style-type: none"> <li>• Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</li> <li>• Attendance/support officer employed to support Heads of Year in improving attendance.</li> <li>• Opt into the DfE daily attendance reporting programme.</li> </ul>	<p>Good attendance is 'essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Moreover, the overall absence rate of pupils not meeting the expected standard was higher than among those meeting the higher standard (4.7% compared to 2.7%). At KS4, pupils not achieving grade 9 to 4 in English and maths had an overall absence rate of 8.8%, compared to 5.2% among those achieving grade 41. The overall absence rate of pupils not achieving grade 9 to 4 was over twice as high as those achieving grade 9 to 5 (8.8% compared to 3.7%).' <a href="#">DfE (May 2022) Working together to improve school attendance</a></p>	6 and others
<p><b>Extracurricular activities</b>, including sports, outdoor</p>	<p>'There is intrinsic value in teaching students creative and performance skills and ensuring</p>	2, 3, 5, 6, 7

<p>activities, arts, culture and trips, including by:</p> <ul style="list-style-type: none"> <li>• Funding tuition in musical instruments and singing for disadvantaged students.</li> <li>• Subsidising and prioritising for trips linked to the curriculum.</li> </ul>	<p>disadvantaged students access a rich and stimulating arts education.' 'There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.' <a href="#">EEF (2021) Teaching &amp; Learning Toolkit: Arts Participation</a></p> <p>As well as a potential positive impact on students' academic outcomes, there are a range of possible benefits to students taking part in arts, outdoor learning and cultural trips and events, for example social and emotional learning and broadening cultural capital (<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a>).</p>	
<p><b>Breakfast</b> and meal provision, including by:</p> <ul style="list-style-type: none"> <li>• WisePay account top-up for students eligible for free school meals to allow them to have breakfast/break as well as a meal at lunch (discretely as via thumbprint).</li> </ul>	<p>Students should have the opportunity to have breakfast and eat at break and lunch. An EEF evaluation report found that children attending primary school breakfast club experienced additional progress compared to other students. <a href="#">EEF (2016) Magic Breakfast: Evaluation report and executive summary</a></p>	5, 6
<p><b>Communicating with and supporting parents,</b> including by:</p> <ul style="list-style-type: none"> <li>• Printing and posting student reports for free school meal eligible students' parents/carers.</li> <li>• Advertising community support such as holiday and food programmes.</li> <li>• Embedding and sign-posting to the re-designed school website as a platform which is useful to parents/carers and enables two-way dialogue.</li> </ul>	<p>Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance. <a href="#">EEF (2018) Working with parents to support children's learning</a></p>	1-7



<ul style="list-style-type: none"> <li>Disadvantaged student priority for information, advice and guidance on future paths for disadvantaged students to ensure understanding of further education pathways.</li> </ul>		
<p><b>Extended school time,</b> including by:</p> <ul style="list-style-type: none"> <li>Taxis home from after school interventions, homework club, events, other clubs, fixtures and other enrichment activities.</li> </ul>	<p>There is some evidence to suggest that disadvantaged students might benefit more from additional school time. Offering taxis home increases engagement amongst disadvantaged students. <a href="#">EEF (2021) Teaching &amp; Learning Toolkit: Extending School Time</a></p>	<p>1, 2, 3, 5,</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>Any</p>

**Total budgeted cost: £177,974**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Progress:

The Progress 8 score is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally.

- In 2023, the average Progress 8 score for disadvantaged students was **+0.3** with a confidence interval of -0.31 to 0.92 (20 students included in published measure). This is **higher** than the England state school average for non-disadvantaged students which was 0.17. The majority of students achieved a P8 on or above +0.5. Using internal data for students eligible by the time they sat their GCSE exams, the average for disadvantaged was +0.41 (22 students). 8 of these students achieved a P8 above +1.0.
- In 2022\*, the average Progress 8 score for disadvantaged students was **+0.12 (+0.54** for 2022 disadvantaged leavers who had been on roll by the end of Year 10). The median Progress 8 was 0.24. The mean score is similar to non-disadvantaged students nationally (0.15). 53% (60%) of disadvantaged students achieved a Progress 8 score higher than +0.5. 33% (33%) of disadvantaged students achieved a Progress 8 score higher than +1.0. 13% (20%) of disadvantaged students achieved a Progress 8 score higher than +1.0.
- In 2021 (teacher assessed grades) disadvantaged students achieved an average Progress 8 of **+0.45**, with 31% above +1.5.

#### Attainment:

The Attainment 8 score is a measure of GCSE attainment across 8 subjects).

- The 2023 cohort of disadvantaged students achieved an average Attainment 8 of **45**.
- The 2022 cohort of disadvantaged students achieved an average Attainment 8 of **43 (47.2)**.
- The 2021 cohort of disadvantaged students (teacher assessed grades) achieved an average Attainment 8 of **46.69**.

#### English and maths:

- **57%** of the 2023 cohort of disadvantaged students achieved a grade 5+ in both English and maths. This was **higher** than the England and local authority state school average for non-disadvantaged students which were 52% and 55% respectively.
- **74%** of the 2023 cohort of disadvantaged students achieved a grade 4+ in both English and maths. This was **similar** to the England and local authority state school average for non-disadvantaged students which were 73% and 75% respectively.
- **33% (47%)** of the 2022 cohort of disadvantaged students achieved a grade 5+ in both English and maths.
- **53% (60%)** of the 2022 cohort of disadvantaged students achieved a grade 4+ in both English and maths.

- **46%** of the 2021 cohort (teacher assessed grades) of disadvantaged students achieved grade 5+ in both English and maths.

### **EBacc:**

The EBacc is a set of subjects at GCSE that keeps young people's options open for further study and future careers. The EBacc is: English language and literature, maths, the sciences, geography or history, a language.

- In 2023:
  - **43%** of disadvantaged students were entered for the EBacc (the **same** as for non-disadvantaged students in England)
  - **22%** achieved at grade 5+ (**higher** than for non-disadvantaged students in England which was 20%)
  - **35%** achieved at grade 4+ (**higher** than for non-disadvantaged students in England which was 28% and similar to non-disadvantaged students in the local authority which was 34%)
  - The average point score was **4.15**.
- In 2022:
  - **33%** (47%) of disadvantaged students were entered for the EBacc
  - **20%** achieved EBacc at grade 5+
  - **33%** (**47%**) achieved EBacc at grade 4+
  - The EBacc average point score was **3.83 (4.33)**.
- The majority of disadvantaged students are entered for geography and/or history; the number is lower for languages. The small cohort of disadvantaged students of which a relatively high proportion have education, health and care plans (EHCPs) means that sometimes studying the full EBacc is not the most suitable path so they are given the choice to focus on certain subjects most useful for the destinations that meet their interests and aspirations.

### **Exam entries per student:**

- In 2023, this was **8** for disadvantaged students (whether for GCSEs or all KS4 qualifications). This is **higher** than the GCSE entry for non-disadvantaged students in England's state schools which was 7.6 and for the local authority which was 7.8

### **Destinations:**

- Of the 2021 leavers **92% (12 out of 13)** students stayed in education or employment for at least 2 terms after key stage 4.

### **Self-regulation and metacognition:**

- Success in this area is likely to show a quantitative impact in the results above.
- In a student voice survey in summer 2022, meta-cognition and self-regulation of disadvantaged students generally appear comparable to other students. For example, a similar percentage of students said they agree they 'know what to do to if I need help in my learning',

also that they 'understand how I learn' and that they 'spend time reflecting on their learning'. A higher percentage said they strongly agree that 'for the most part I enjoy my learning at school'.

- We surveyed disadvantaged students in Years 7-10 in summer 2021, comparing with a control group with similar characteristics except for pupil premium eligibility. While a slightly higher percentage of students in the control group had accessed clubs in the last year, a higher percentage of disadvantaged students said that they had lessons in a musical instrument. There was not a significant gap in healthy habits, and a higher percentage of disadvantaged students said they ate something at breaktime (we top up funds on FSM accounts to allow for this) and drink water during the day (such habits form part of annual one-to-one SLT review meetings with disadvantaged students which may serve as a reminder of their importance). The survey revealed that disadvantaged students had a slightly average lower aspiration to go to university, but vocational/technical ambition was higher than for other students. Not all students had a quiet place at home where they could study without distractions. Students who took part in online after school English tuition overwhelming felt the sessions were at the right time for them. The vast majority said that the sessions definitely helped them to understand better what had been covered in lessons and become more confident in sharing their ideas. Most students also said the sessions had helped them understand better what might have been covered in the lockdowns and had helped them become more confident in speaking aloud at least a bit, and for many the sessions had definitely helped. Results were similar though a little less overwhelmingly positive for the online science tuition we offered in the summer term to help with catch-up, though results were more mixed on whether the sessions helped them become more confident in speaking aloud.

#### **Attendance:**

- In 2022-23, attendance of students eligible for free school meals was 90%, compared to 93.9% nationally for students not eligible for free school meals (primaries, secondaries and special schools). Attendance is higher than the national attendance of 88.7% for students eligible for free school meals, though there is an in-school gap.

Our school was designated a Research Champion school as we took part in the NFER evaluation of The National Tutoring Programme over summer 2021.

Staff feedback on the CPDL programme (collected via survey) is very positive

These results mean that we are at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the 'intended outcomes' section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the 'activity in this academic year' section above. The 'further information' section below provides more details about our planning, implementation, and evaluation processes.

\*The DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019. See [DfE guidance](#) for more information about KS4 performance measures.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
n/a	n/a

## Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Students were eligible for additional support where needed, with their form tutors being aware of their status. They were able to access other interventions where needed, e.g. tuition.
The impact of that spending on service pupil premium eligible pupils
While opportunities for participation in enrichment were limited during the partial lockdowns, students were able to complete their studies and moved onto their chosen destinations successfully (2021).

## Further information (optional)

Planning, implementation, and evaluation
In planning our new pupil premium strategy, we evaluated what had worked well in previous years, discarding or adjusting activities which had not had the degree of impact that we had expected.
We considered evidence from multiple sources of data including assessments, student voice, conversations with parents/carers and education professionals in order to identify the challenges faced by disadvantaged students.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning. In particular, in creating and reviewing the strategy we used:

- The [EEF's implementation guidance](#) (October 2021)
- The [EEF's guide to the pupil premium](#) and supporting resources (updated April 2022 and September 2023)
- The DfE's Using pupil premium: guidance for school leaders (March 2022 and [March 2023](#))

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for students.