

# Smithdon High School Pupil Premium Strategy Statement – September 2024–

This statement details our school’s use of pupil 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 effect that last year’s spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Smithdon High School
Number of pupils in school	569
Proportion (%) of pupil premium eligible pupils	26.01%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025 September 2026 September 2027
Statement authorised by	Amanda Gibbins, Headteacher
Pupil premium lead	Rebecca Dibble (on maternity leave 2024-25)
Governor / Trustee lead	Rob Lodge

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year – <i>indicative Sept 24</i>	£150,710
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£150,710

# Part A: Pupil premium strategy plan

## Statement of intent

Smithdon High School is committed to ensuring that all students make positive progress, achieve well and gain a variety of experiences and opportunities, no matter their background or the challenges they face.

The focus of our Pupil Premium Strategy is to support all disadvantaged students, including those who are high prior attainers, to overcome those challenges and leave school having achieved this goal academically, socially and culturally. We consider local challenges as well as personal challenges faced by each vulnerable student, including those who are young carers or are supported by social workers, mental health practitioners or other similar services.

We are a smaller than average high school, serving a rural seaside area. Pupils come from a wide range of socio-economic backgrounds and most live in a coastal environment. A small number of pupils come from minority ethnic backgrounds and even fewer (3.69%) do not have English as their first language. 23.55% of our students receive Free School Meals.

The 2020-1 pandemic continues to impact on student mental health, anxieties and also attendance, especially for our disadvantaged students.

High-quality teaching is the centre of our approach to supporting disadvantaged students, with regular staff pedagogical CPD where there is a crossover with our 5 key reminders for SEND support:

- Use passports, including “know your students” and “seating plans”
- Use scaffolding and modelling
- Use of LSAs
- Monitoring
- Adaptive Teaching

High quality first teaching is proven to have the best impact on reducing the attainment gap, while helping all students in the school.

We follow a reflective approach to supporting disadvantaged students, responding to individual challenges as they arise, as well as the common challenges, redirecting some of our activities as needed.

## Challenges

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

Challenge number	Detail of challenge
1	<p>The main attainment of disadvantaged students is affected by <b>low levels of literacy (vocabulary, writing skills, oracy skills, reading experience and understanding)</b>, especially where there is a cross-over with SEND for a student. In the most severe of challenges this can impact on students' progress in all subjects across the curriculum.</p>
2	<p>Our observations, confirmed in discussions with students, demonstrate that our disadvantaged students have <b>limited wider life-experience</b>, limiting their aspirations and expectations for their future. Parents of these students often also fail to discuss potential career options with their children.</p> <p>As a result, students lack the motivation to push themselves to achieve well and/or consider progression onto higher level courses post-16.</p>
3	<p>Our assessments, observations and discussions with students and parents, as well as the various services supporting them, suggest that the education and already poor mental wellbeing of our disadvantaged students was further impacted by school closures, to a greater extent than for other students – reflected by national studies.</p> <p>This has resulted in a lack of social skills, tolerance and understanding of equality and diversity. <b>Students don't know how to build positive relationships</b> with one another or with the adults around them.</p>
4	<p>As above, our assessments, observations and discussions with students and parents, as well as the various services supporting them, suggest that the education and already poor mental wellbeing of our disadvantaged students has been further impacted by school closures, to a greater extent than for other students – reflected by national studies.</p> <p>This has also resulted in <b>an increase in identified social and emotional issues</b> for many students, with referrals for and professional diagnoses of anxiety, depression and mental exhaustion. Support provided, by its very nature, also impacts on curriculum time in order to prioritise these meetings to improve students' mental health.</p>
5	<p><b>Attendance</b> for all students, but particularly disadvantaged students, continues to be below average. Attendance in 2023-2024 for disadvantaged students was 75.79% compared to 87.55% for non-PP.</p> <p>There are a high number of mental health and anxiety based absences, again particularly for disadvantaged students, with several in medically supported long term absences. As such, 71.41% of disadvantaged pupils have been 'persistently absent' compared to 39.71% of their non-disadvantaged peers.</p> <p>Assessments and observations indicate that absenteeism is also negatively impacting on the progress of disadvantaged students.</p>

6	<p><b>Family environments, including parental engagement</b>, for disadvantaged students continue to cause challenges for several of our students. A number are part of large families, meaning they share bedrooms with one or more siblings, so their sleep is disrupted by factors outside of their control and having a space to work quietly can be an issue for some of them.</p> <p>While we have an after-school homework club, given the wide rural nature of our catchment areas, these same students have issues getting home once the buses have collected at the end of the school day.</p> <p>Engagement with the school by parents of a number of disadvantaged students is also poor – meaning there is limited support from home to encourage student engagement in learning or educational opportunities.</p>
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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved levels of literacy (vocabulary, reading and comprehension, writing and oracy) for disadvantaged students – enabling them to access subjects across the curriculum.	<p>Reading comprehension tests demonstrate improved comprehension skills for disadvantaged SEND students, and a smaller gap between disadvantaged and non-disadvantaged students.</p> <p>Quality Assurance processes identify improved usage of vocabulary, oracy and writing skills by disadvantaged students across all subjects and reading being central to learning (learning walks, book scrutinies and student voice meetings)</p>
Improved attainment among disadvantaged students across the curriculum at the end of Key Stage 4, including EBACC subjects.	<p>By the end of 2027 the % of disadvantaged students entered for EBACC is much closer to non-disadvantaged students (with PP entry increased to at least 50%). In 2024, 32.3% were entered (12.9% achieved) EBACC compared to 50.6% non-disadvantaged entered (13.8% achieved).</p> <p>By the end of 2027, disadvantaged students achieve more closely in line with their non-disadvantaged peers in KS4 results.</p>
Improved wider life experiences of disadvantaged students and more students from disadvantaged backgrounds applying for Level 3 post-16 courses.	<p>Records indicate an increased uptake of enrichment opportunities by disadvantaged students, in line with non-disadvantaged students, such as for aspirational trips, activities and careers experience events.</p> <p>Registers indicate that the uptake in co-curricular activities is no different between disadvantaged and non-disadvantaged students.</p>

	No disadvantaged students are recorded as NEET, while year-on-year records identify increasing numbers of disadvantaged students successfully applying for and beginning Level 3 courses.
Positive relationships built between students and between students and staff.	Positive relationships are demonstrated by: <ul style="list-style-type: none"> <li>• Reciprocal respect for one another</li> <li>• Respect, tolerance and equality being the foundations of all relationships</li> <li>• High numbers of reward points received by all, especially disadvantaged students</li> <li>• Consequence points are low for all students, especially disadvantaged students</li> </ul>
To achieve and sustain improved attendance and punctuality for all students, particularly our disadvantaged students.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> <li>• the overall attendance rate for all pupils meeting the national standard of 96% and the attendance gap between disadvantaged and non-disadvantaged students being reduced by at least 5%</li> <li>• the percentage of all pupils who are persistently absent being below 20% and the disadvantaged being no more than 10% lower than their peers.</li> </ul>
To increase and maintain parental engagement for all, especially disadvantaged students, in supporting their children's aspirations and progress.	An increase in the numbers of all parents attending parents' evenings, to at least 90%, with at least 85% attendance for parents of disadvantaged students.  Parents engaging in supportive interventions for their children's behaviour or learning (such as attendance meetings, reintegration meetings, targeted Yr11 SLT parent meetings)

## 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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
HoDs and departments embedding and developing the knowledge-rich curriculum alongside Rosenshine's Principles of Instruction with: <ul style="list-style-type: none"> <li>- clear sequencing ('Do now', 'I do', 'we do', 'you do')</li> </ul>	Alex Quigley, EEF Blog, "a successful knowledge-rich curriculum should be designed to help pupils remember what they have been taught" <a href="https://educationendowmentfoundation.org.uk/news/eeef-blog-what-do-we-mean-by-knowledge-rich-anyway/">https://educationendowmentfoundation.org.uk/news/eeef-blog-what-do-we-mean-by-knowledge-rich-anyway/</a>	1

<ul style="list-style-type: none"> <li>- coverage of Tier 3 and disciplinary vocabulary</li> <li>- knowledge organisers for independent study</li> <li>- embedding of cultural capital knowledge/experience</li> </ul>	<p>Sutton Trust - Education Endowment Foundation (EEF) research states - 'On average, reading comprehension approaches improve learning by an additional five months' progress.'</p> <p>Combatting the 'Matthew Effect': When pupils: "read more, learn more vocabulary which then enables them to read more and comprehend more advanced texts and so they advance further. The children who fail to learn to read, read less, are less fluent, have a poorer vocabulary, comprehend less and the gap just keeps on growing. It is the principle of 'The rich get richer and the poor get poorer'."</p> <p><a href="https://www.phonicbooks.co.uk/2017/06/04/matthew-effect-comes-reading-instruction/">https://www.phonicbooks.co.uk/2017/06/04/matthew-effect-comes-reading-instruction/</a></p> <p>Geoff Barton: "the word rich get richer, the word-poor get poorer" when not given the opportunity to experience wider vocabulary.</p>	
<p>Staff responsibility and TLRs: strategic and operational roles to support both pupils and staff, including Pupil Premium, Literacy Across the Curriculum, Gifted and Talented, Careers</p> <p>LSAs with responsibility to take ownership of supporting students with SEND, especially those who are also disadvantaged.</p>	<p>By following recommendations set out in the evidence-based research documents, such as the EEF's updated Pupil Premium Guide (<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>) and the EEF's Improving Literacy in Secondary Schools (<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>), we stand the best chance of raising the bar for all but disproportionately so for our disadvantaged pupils.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Staff ethos and culture CPD focussed on 'The Smithdon Way' – embedding routines, teaching relationships, emphasising the positive, ensuring care, community and consistency. A culture which enables high quality teaching and learning, with consistency and kindness at its centre.</p>	<p>The evidence from the study, <i>Against the odds</i>, suggests that staff attitudes are an important factor in creating a positive culture to successfully tackle socio-economic disadvantage.</p> <p>Routines are recognised as removing anxiety and barriers of focus from all students – as identified by Charles Duhigg in <i>The Power of Habit</i>.</p> <p>Students need to be taught how to behave, how to communicate, how to learn – they are not born with these skills.</p>	<p>2, 3, 4, 5</p>
<p>Embedding of the cross-curricular Reading and Extended Writing strategies, including a focus on live marking assessment and feedback – ensuring students know how to respond to feedback to improve.</p>	<p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clare 2011; Clare and Douglas 2011).</p> <p>EEF Blog on whole class reading: with "the teacher reading the passage with concise clarifications of key vocabulary built-in (as recommended by Lemov in another section of Reading Reconsidered), and then... students discussing and answering comprehension questions about the passage."</p> <p><a href="https://educationendowmentfoundation.org.uk/news/ef-blog-whole-class-reading/">https://educationendowmentfoundation.org.uk/news/ef-blog-whole-class-reading/</a></p>	

	<p><i>See also 'Matthew Effect' and Geoff Barton references above.</i></p> <p>The theory behind scaffolding (Wood et al, 1976; Vygotsky, 1978; Gallimore et al, 1990; Stone, 1993) suggests that key features of the process are:</p> <ul style="list-style-type: none"> <li>● Learning happens in a social context – the teacher pushes the student just beyond their current level of ability by engaging in collaborative activity (dialogic interaction).</li> <li>● The student's ability continually changes and as it does the teacher's collaborative input continually changes. Therefore, the process is dynamic and responsive.</li> <li>● The teacher and student develop a continually evolving mutual perspective and shared situational definitions about how to complete the task. As a result, the process is unique to each set of teacher/student.</li> </ul> <p>This unique process, also allows for disadvantaged-specific and targeted support in lessons.</p>	
<p>Regular, calendared staff CPD on pedagogy, reminders of key strategies for supporting SEND and disadvantaged students and specific training support for need (e.g. autism training). Delivered through:</p> <ul style="list-style-type: none"> <li>● Weekly 15-minute training updates on a Monday for all staff</li> <li>● Instructional-coaching programme for greater personalised CPD and support for teachers, where teachers are paired by strengths/areas for development.</li> <li>● Compulsory training for ECTs and trainees continues on a Wednesday</li> <li>● Weekly training for LSAs run by the SEN HLTA</li> </ul>	<p>Key lessons learned in the EEF's research show that the number one factor in improving academic progress for all, but in particular for disadvantaged is that what happens in the classroom makes the biggest difference.</p> <p>Improving the quality of teaching is therefore our primary focus – though has the smallest cost associated with it.</p>	<p>1, 3, 4, 5</p>

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

Budgeted cost: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader programme, alongside Sparx Reader	<p>Sutton Trust - Education Endowment Foundation (EEF) research states - 'On average, reading comprehension approaches improve learning by an additional five months' progress.'</p> <p>The ability to read fluently and understand and retain what has been read improves students' ability to access the whole curriculum.</p>	1
Saturday Maths 1-2-1 intervention	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	2
<p>Small group targeted support:</p> <ul style="list-style-type: none"> <li>● Weekly small group intervention sessions during tutor time (various need)</li> <li>● Weekly 1-2-1 and small group intervention for reading development (Read, Write, Inc, Fresh Start programme)</li> <li>● Identified SEN/PP groups in Year 10 and 11 with a taught ASDAN option</li> </ul>	<p>Sutton Trust - Education Endowment Foundation (EEF) research states - 'Small group teaching can sometimes be more effective than either one to one or paired tuition.' and 'One to one tuition can be effective, on average accelerating learning by approximately two - five additional months' progress.'</p> <p>Small group tuition and targeted intervention stated as effective ways to improve literacy skills and help close the attainment gap.  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/</a></p> <p><a href="https://www.york.ac.uk/media/iee/documents/Closing%20the%20Gap.pdf">https://www.york.ac.uk/media/iee/documents/Closing%20the%20Gap.pdf</a></p> <p>The Dyslexia-SpLD Trust advocates a clear and transparent process for delivering literacy interventions.  <a href="http://www.interventionsforliteracy.org.uk/home/schools/guidance-for-schools/">http://www.interventionsforliteracy.org.uk/home/schools/guidance-for-schools/</a></p> <p>Evidence to show that a significant amount of students increase their reading level by more than 1 year with some increasing by up to 5 years. <a href="http://www.sec-ed.co.uk/best-practice/cas-e-study-how-we-closed-our-pupil-premiumgap/">http://www.sec-ed.co.uk/best-practice/cas-e-study-how-we-closed-our-pupil-premiumgap/</a></p> <p><a href="http://www.sec-ed.co.uk/best-practice/some-pupil-premium-interventions/">http://www.sec-ed.co.uk/best-practice/some-pupil-premium-interventions/</a></p>	1, 2, 3
Opportunities for more able disadvantaged students to gain academic and motivational experiences through extra-curricular clubs, eg. The Brilliant Club, STEMM, studying for the HPQ qualification, targeted small group careers groups	Other local schools and our own outcomes have shown impact for PP students working towards the STEMM award in their final GCSE results.	2



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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1-2-1 Mentoring of students by two staff trained in the <i>Grit - Connect, Coach, Engage</i> coaching (pilot programme at Smithdon) with a focus on PP students</p>	<p>Promotional material from <i>Grit</i> states:</p> <ul style="list-style-type: none"> <li>• 80% of pupils improve their expected attainment</li> <li>• 75% reduction in exclusions</li> <li>• 75% improve attendance</li> </ul> <p>Interventions that target Social and Emotional wellbeing have an 'identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average)'</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/</a></p>	<p>3, 4, 5</p>
<p>Continued embedding of a clear ethos and expectations through 'The Smithdon Way' and The Smithdon Seven:</p> <ol style="list-style-type: none"> <li>1. We believe in ourselves and are proud of our achievements (Belief)</li> <li>2. We aim high and accept challenge to achieve our ambitions (Ambition)</li> <li>3. We take responsibility for our choices, our actions and our environment (Responsibility)</li> <li>4. We work together to support our community (Community)</li> <li>5. We are present, we are equipped to learn, we work hard and we always give our best (Prepared)</li> <li>6. We are respectful and we listen to others (Respect)</li> <li>7. We take pride in the presentation of ourselves and our work (Pride)</li> </ol> <p>As well as a more simplified "Spotlight" with a key, common message every morning, reinforced throughout the day.</p> <p>Focus on building on the school culture, positive relationships and raising aspirations.</p>	<p>The Pygmalion Effect identifies that increased belief in another person, helps to increase self-belief. "The expectations teachers have of their students inevitably effects the way that teachers interact with them, which ultimately leads to changes in the student's behaviour and attitude. The work of Robert Rosenthal and Lenore Jacobsen (1968) shows that teacher expectations influence pupil performance. They found positive expectations influence performance positively and they described this phenomenon as the Pygmalion Effect."</p> <p><a href="https://www.dug.edu/about/centers-and-institutes/center-for-teaching-excellence/teaching-and-learning-at-duquesne/pygmalion#:~:text=The%20work%20of%20Rosenthal%20and,negative%20expectations%20influence%20performance%20negatively.">https://www.dug.edu/about/centers-and-institutes/center-for-teaching-excellence/teaching-and-learning-at-duquesne/pygmalion#:~:text=The%20work%20of%20Rosenthal%20and,negative%20expectations%20influence%20performance%20negatively.</a></p> <p>Maslow's Hierarchy of Needs identifies the need for ensuring environmental factors are secure to enable development up the pyramid to finally reach self-actualisation.</p> <p><a href="https://www.simplypsychology.org/maslow.html#:~:text=There%20are%20five%20levels%20in,esteem%2C%20and%20self%2Dactualization.">https://www.simplypsychology.org/maslow.html#:~:text=There%20are%20five%20levels%20in,esteem%2C%20and%20self%2Dactualization.</a></p> <p>Routines are recognised as removing anxiety and barriers of focus from all students – as identified by Charles Duhigg in <i>The Power of Habit</i></p> <p>Ensuring high expectations that are revisited daily and in all reward/consequence interactions embeds the expectations and their impact on students.</p>	<p>3, 4, 5, 6</p>
<p>Attendance and punctuality support &amp; interventions – including parental support/challenge – from</p>	<p>EEF – attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged students</p>	<p>4, 5, 6</p>

<p>Attendance Office and Senior Attendance Champion, following the new <i>DfE Working together to improve School attendance</i> document (2024)</p>	<p>NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Direct link between low attendance and low attainment:  <a href="https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/linking-attendance-to-exam-results-secondary/">https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/linking-attendance-to-exam-results-secondary/</a></p>	
<p>1-2-1 and small group pastoral support for SEMH issues, including anger management support &amp; liaison with parents such as PSPs and EHAPs, supported by:</p> <ul style="list-style-type: none"> <li>• a designated LSA with responsibility for SEMH</li> <li>• a designated LSA with responsibility for Behaviour</li> <li>• a DSL with responsibility for running EHAPs</li> </ul> <p>Reintegration meetings following suspensions have a greater focus on next steps to avoid repeat behaviour/identify the cause of the behaviour.</p>	<p>Good levels of attendance are affected by positive mental health and experiences.</p> <p>Sutton Trust - Education Endowment Foundation (EEF) research states – ‘SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months’ additional progress on average).’</p> <p>Interventions that target Social and Emotional wellbeing have an ‘identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months’ additional progress on average)’</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/</a></p> <p>EEF – There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p>Some parents need support in the form of direct advice, help with learning or referral to other support agencies.</p>	<p>3, 4, 5, 6</p>
<p>Careers support – through the designated careers lead and the embedding of the CIAG programme (incl using Unifrog) and a qualified Careers Advisor with targeted appointments for students, with priority for students following a suspension.</p>	<p>Students aware of all opportunities available to them, encouraged by staff to investigate all possible opportunities open to students for the future opens their eyes to potential curriculum pathways and job ideas and promotes higher aspirations.</p> <p>Testimonials from other schools using Unifrog.</p> <p>EEF - Strong careers information, advice and Guidance as well as educational experiences are listed in the <a href="#">top 10 approaches</a> for disadvantaged pupils.</p>	<p>2</p>
<p>Student leadership opportunities – encouraging students to get involved and take a leadership role.</p>	<p>SSAT: “Involvement in leadership and voice activities can improve students’ and pupils’ learning as well as helping them to develop the skills and traits needed for success outside of the classroom.”</p> <p><a href="https://www.ssatuk.co.uk/cpd/student-leadership/">https://www.ssatuk.co.uk/cpd/student-leadership/</a></p>	<p>2, 5</p>

	Smithdon experience shows that when some students have a responsibility for supporting another student, their own attendance improves	
Increased opportunities for engagement with parents of disadvantaged and vulnerable students who have limited contact with the school – including tutors having 2hrs per half term, directed time, to contact and build relationships with parents of their tutees, focussing on disadvantaged students first.	<p>Increased student progress associated with positive parental engagement (+3 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/</a></p> <p><a href="http://www.sec-ed.co.uk/best-practice/case-study-how-we-closed-our-pupil-premium-gap/">http://www.sec-ed.co.uk/best-practice/case-study-how-we-closed-our-pupil-premium-gap/</a></p> <p><a href="http://www.sec-ed.co.uk/best-practice/some-pupil-premium-interventions/">http://www.sec-ed.co.uk/best-practice/some-pupil-premium-interventions/</a></p> <p>EEF – parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic outcomes.</p>	6
<p>Funding support for disadvantaged students:</p> <ul style="list-style-type: none"> <li>● Revision guides for all GCSE subjects</li> <li>● Cooking ingredients for Catering GCSE and KS3 cooking</li> <li>● Support for trips and activities to enable all students to get involved/attend</li> <li>● Music lessons subsidised for students to encourage take up of an instrument.</li> </ul>	<p>Supporting students in revision and independent learning to increase results at GCSE, being able to work independently and have equal access all appropriate provision.</p> <p>Removing any barriers for Pupil Premium students to reach their potential: the DfE – wider approaches for Pupil Premium spending may be used at a school’s discretion. This could be on music lessons, revision guides, breakfast club and educational visits.</p> <p>Sutton Trust - Education Endowment Foundation (EEF) research states - ‘the impact of arts participation on academic learning appears to be positive...Improved outcomes have been identified in English, mathematics and science learning.’</p> <p>EEF – ‘one of the areas in which disadvantaged young people can suffer is in what’s known as ‘Cultural Capital’ (a knowledge of the way that society works that can be encouraged by parents with such things as museum visits)’</p>	1, 2, 3, 5
Purchase of external online licenses via providers that concentrate on both course materials and also diagnostic assessments	<p>DfE – wider approaches for Pupil Premium spending may be used at the school’s discretion.</p> <p>Past experience demonstrates access to resources at home can enable parents to take a greater interest in and/or encourage them to support their children in their learning, especially if their own (lack of) learning/knowledge is a concern for them in offering support.</p>	1, 2, 6
More international trips, in-school and inter school projects, and competition opportunities will be offered.	Experience in other schools has shown that wider life experience and world knowledge enhances student aspirations.	2, 3, 5

**Total budgeted cost: £ 155,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This is the first year of the new strategy – it will be reviewed during the year 2024-5.

Intended outcome	Success criteria	Comments/Update
Improved levels of literacy (vocabulary, reading and comprehension, writing and oracy) for disadvantaged students – enabling them to access subjects across the curriculum.	<p>Reading comprehension tests demonstrate improved comprehension skills for disadvantaged SEND students, and a smaller gap between disadvantaged and non-disadvantaged students.</p> <p>Quality Assurance processes identify improved usage of vocabulary, oracy and writing skills by disadvantaged students across all subjects and reading being central to learning (learning walks, book scrutinies and student voice meetings)</p>	
Improved attainment among disadvantaged students across the curriculum at the end of Key Stage 4, including EBACC subjects.	<p>By the end of 2027 the % of disadvantaged students entered for EBACC is much closer to non-disadvantaged students (with PP entry increased to at least 50%). In 2024, 32.3% were entered (12.9% achieved) EBACC compared to 50.6% non-disadvantaged entered (13.8% achieved).</p> <p>By the end of 2027, disadvantaged students achieve more closely in line with their non-disadvantaged peers in KS4 results.</p>	<ul style="list-style-type: none"> <li></li> </ul>
Improved wider life experiences of disadvantaged students and more students from disadvantaged backgrounds applying for Level 3 post-16 courses.	<p>Records indicate an increased uptake of enrichment opportunities by disadvantaged students, in line with non-disadvantaged students, such as for aspirational trips, activities and careers experience events.</p> <p>Registers indicate that the uptake in co-curricular activities is no different between</p>	<ul style="list-style-type: none"> <li></li> </ul>

	<p>disadvantaged and non-disadvantaged students.</p> <p>No disadvantaged students are recorded as NEET, while year-on-year records identify increasing numbers of disadvantaged students successfully applying for and beginning Level 3 courses.</p>	
<p>Positive relationships built between students and between students and staff.</p>	<p>Positive relationships are demonstrated by:</p> <ul style="list-style-type: none"> <li>• Reciprocal respect for one another</li> <li>• Respect, tolerance and equality being the foundations of all relationships</li> <li>• High numbers of reward points received by all, especially disadvantaged students</li> <li>• Consequence points are low for all students, especially disadvantaged students</li> </ul>	•
<p>To achieve and sustain improved attendance and punctuality for all students, particularly our disadvantaged students.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall attendance rate for all pupils meeting the national standard of 96% and the attendance gap between disadvantaged and non-disadvantaged students being reduced by at least 5%</li> <li>• the percentage of all pupils who are persistently absent being below 20% and the disadvantaged being no more than 10% lower than their peers.</li> </ul>	•
<p>To increase and maintain parental engagement for all, especially disadvantaged students, in supporting their children's aspirations and progress.</p>	<p>An increase in the numbers of all parents attending parents' evenings, to at least 90%, with at least 85% attendance for parents of disadvantaged students.</p> <p>Parents engaging in supportive interventions for their children's behaviour or learning (such as attendance meetings, reintegration meetings, targeted Yr11 SLT parent meetings)</p>	•

## Additional Impact Comments:

Staff Development:

Student support:

External programmes:

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader <i>(being phased out)</i> Sparx Reader	Renaissance Education Sparx
Classcharts	TES
Sparx Maths	Sparx
My Maths	Oxford University Press
Bromcom	Bromcom Computers plc
GCSEPod	The Access Group
Everlearner	The Everlearner Ltd
Unifrog	Unifrog

## Service pupil premium funding (4 students in 2024-5)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details

## Further information (optional)

Preparation for this new strategy included a review of recent strategies and actions for challenges facing our disadvantaged students, based on demographic, cultural influences, local knowledge and cohort-based/individual student knowledge. These include specific challenges, such as:

- lack future plans/aspirations
- lack support from home regarding both discussions of future plans or ideas and motivations
- limited experience of reading at home – being read to or reading aloud/with parents or even witnessing parents reading
- limited experience of wider opportunities
- lack of access to technology
- lack a quiet place to work at home

However, they also identified that many are well socialised with family and friends (peers) but have a number of challenges that we, as a school, can do little to mitigate against:

- many share a bedroom with at least one (frequently more) sibling, often younger than them
- many have large families (at least 3 siblings, often younger)
- the majority have issues sleeping – either due to other family members (e.g. siblings crying, playing computer games, on their phones, in the bedroom or from noise in the house) or due to housing context – immediate neighbours, local demographic of the street

We continue to focus on the knowledge that quality first teaching is the most important factor in making the biggest difference to our disadvantaged students – and high quality CPD for teaching and learning support staff is a huge part of our day-to-day strategy; as well as regular monitoring to ensure that what happens in the classroom reflects our high expectations. This will be supplemented by targeted, planned, small group academic and wellbeing interventions and careers support to improve motivation, wellbeing and ultimately outcomes.

Furthermore, a focus on improving attendance and reducing persistent absence must remain a key element – as no teaching or interventions can have a positive impact if the students are not attending school in the first place. Where there are genuine reasons for absence, supportive measures, such as an effective e-learning package, Alternative Provision opportunities (such as Forest School, Open Road, etc) and monitored plans for supported reintegration are central to our plans to ensure the educational impact on those students is reduced.