



Pupil Premium Strategy Statement

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 | 1147 |
| Proportion (%) of pupil premium eligible pupils | 22.8% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023/24 2024/25 2025/26 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Robin Ghosal, Principal |
| Pupil premium lead | Jenny Atkinson |
| Governor / Trustee lead | Dave Whitaker |

Funding overview

| Detail | Amount |
|---|-------------------------------------|
| Pupil premium funding allocation this academic year | £282,025 |
| Recovery premium funding allocation this academic year | £74,754 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <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> | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £356,779 (+17,674 towards tutoring) |

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium grant is funding provided to the school by the Government to improve educational outcomes for disadvantaged young people in state-funded schools in England. The following groups are eligible for pupil premium:

- students who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years, including eligible children of families who have no recourse to public funds (NRPF)
- children looked after by local authorities, referred to as looked-after children
- children previously looked after by a local authority or other state care, referred to as previously looked after children.
- children of service personnel

At Parkside School, we aspire to develop our young people to become confident and independent learners who have aspirational and realistic goals for the future, irrespective of their socio-economic background and ability level. We aim to utilise the pupil premium grant to identify and implement strategies that help improve the wellbeing of our young people and reduce the attainment gap between the most and least disadvantaged students nationally. In addition, we place a particular emphasis on removing barriers where students in receipt of the pupil premium grant may also have a special educational need or English as an additional language.

By adopting a graduated approach, we seek to address the main barriers that we believe are particularly relevant to our disadvantaged young people in our context. At the heart of our approach is High Quality Teaching as the weight of evidence indicates that this is the most important lever schools have in reducing the advantage attainment gap ([Education Endowment Fund \(EEF\) - Maximising Learning](#)) and in improving social mobility.

This graduated approach will be rooted in robust diagnostic assessment rather than blanket assumptions about the impact of disadvantage. At Parkside, we recognise the barriers are not the same for everyone – every one of our young people is an individual and their development is not linear – as they age, the complexity of their needs will change. To ensure the approach is effective we will:

- Ensure High Quality Teaching is available to all our young people
- Establish a culture of unconditional positive regard
- Act early to intervene at the point a need is identified by using regular and intelligent assessment to identify gaps in student knowledge and understanding
- Improving reading skills and embedding a culture of reading in all year groups
- Ensure high levels of attendance for all our young people

- Implement a Coaching system in place of a traditional form system to provide well-being support, pastoral care and clear information and guidance through check-ins, various forms of mentoring and engagement in and with the school community
- Provide opportunities for independent study
- Deploy our Student Support Leaders, Lead Practitioners and Learning Coaches more effectively to have a direct impact upon student wellbeing & attendance and academic outcomes

In reviewing our approach for 2023-24, we drew upon the following sources:

- The EEF Guide to the Pupil Premium – available [here](#)
- The Sutton Trust: School Funding and Pupil Premium 2023 – available [here](#)
- The Sutton Trust: Social Mobility, The Next Generation – available [here](#)
- The Sutton Trust: What makes great teaching? A review of the underpinning research – available [here](#)
- The EEF: Teaching and Learning Toolkit – available [here](#)
- The EEF: Improving Literacy in Secondary Schools – available [here](#)
- The EEF: Improving Mathematics in Key Stages 2 and 3 – available [here](#)
- The EEF: Making Best Use of Teaching Assistants – available [here](#)
- The EEF: Improving Behaviour in Schools – available [here](#)
- Barak Rosenshine: Principles of Instruction – available [here](#)
- DfE: Working together to improve school attendance – available [here](#)
- *Relational responsibility, social discipline and behaviour in school. R. Hibbin 2023 - available [here](#).*

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Behaviour, attitudes, and wellbeing</p> <p>A proportion of disadvantaged students, particularly those in Years 9 and above, are less likely than their peers to:</p> <ul style="list-style-type: none"> ● be awarded positive points ● be identified as an ‘active’ or ‘good’ learner ● complete high-quality work ● attend an extra-curricular activity ● be open to wellbeing support |

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| | <p>Our disadvantaged students at both Key Stage 3 and Key Stage 4 are more likely than their peers to:</p> <ul style="list-style-type: none"> ● have a weaker connection with the school community ● regularly walk away from staff on the corridors or walk away from a lesson without permission ● require support or removal from their lesson by our 'On Tour' team ● have a negative sense of self including not always viewing themselves as successful learners ● require additional support to regulate <p>This a notable trend across all year groups, although less prevalent in Y7.</p> |
| 2 | <p>Reading, writing and comprehension</p> <p>Whilst improving, there is an on-going and persistent gap in reading for our young people from disadvantaged backgrounds. For example:</p> <ul style="list-style-type: none"> ● According to internal baseline assessments, 68% of our Year 10 Pupil Premium cohort joined the school not 'secondary ready' v 50% of the non-Pupil Premium cohort ● 31% of students in receipt of the Pupil Premium Grant of the Year 7 intake 2023-24 were not secondary ready in reading compared to 22% of our non-Pupil Premium students. ● 53% of students eligible for the Pupil Premium in our new Year 7 cohort (24/25) have a Reading Age of below 11 years old, compared to 28% of our non-Pupil Premium Students. |
| 3 | <p>Attendance and punctuality</p> <p>Due to a weaker connection with the purpose of education and with the school community, our disadvantaged students are more likely to:</p> <ul style="list-style-type: none"> ● be persistently absent from school ● have more frequent unauthorised absences from school ● be persistently late after registers have closed |
| 4 | <p>Limited opportunities for enriching experiences beyond the academic curriculum</p> <p>a) Low aspiration for progression to Post 16, training, university, and employment</p> <p>In general, our disadvantaged students struggle to articulate the value or purpose of education. They perceive university-level study is unrealistic or irrelevant. They also often lack the cultural capital possessed by their more advantaged peers.</p> <p>Prior to the pandemic, for example:</p> <ul style="list-style-type: none"> ● 44% of our Year 11 non-Pupil Premium students went on to study A-Levels in comparison to 24% of our non-Pupil Premium students. ● A greater proportion of our disadvantaged learners go on to study Entry Level or Level 1 to 3 qualifications. ● Of those disadvantaged learners who studied in the school's Sixth Form, 50% went on to higher education in comparison to 72% of our non-pupil premium learners. <p>b) Limited uptake of enrichment experiences</p> |

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| | <p>There has typically been a range of sporting activities for students to participate in however for those students not keen on these experiences, they lack a broader offer.</p> <p>Most of our disadvantaged students do not take up the offer of enrichment opportunities, typically because these take place during social times.</p> <p>This is being addressed by the development of Enrichment as part of the school day. However, we are focused on ensuring that the engagement of PP students is high - that they are attending the best sessions for them and gaining suitable benefits from them.</p> |
| 5 | <p>Attainment advantage gap</p> <p>Our disadvantaged students are less likely than their peers to secure strong academic progress, both at KS3 and KS4, in part, due to the range of challenges listed above.</p> <p>Raising attainment overall will remain a whole school focus, particularly for those disadvantaged students who also have a special educational need and receive SEN Support.</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 |
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| A) All students have access to High Quality Teaching across all subjects to support disadvantaged students to make comparable progress to their peers. | <ul style="list-style-type: none"> Evidence from in-school quality assurance processes showcases the Teaching and Learning cycle, including the use of the One Page Profile, is being implemented consistently in all classrooms. The Parkside Learning Line will be evident in all lessons, providing highly-reliable routines, clarity around learning modes and clear, consistent pedagogy for all pupils Staff and student voice through in-school quality assurance processes positively highlights a direct link between Professional Development and its impact upon High Quality Teaching. See success criteria for intended outcome (B) below |
| B) Disadvantaged students make comparable progress to their peers, particularly those identified as 'High' or 'Mid' prior attainers. | <p>At KS3:</p> <ul style="list-style-type: none"> The % of disadvantaged students working below their quintile in 5+ subjects at least matches, or is improving towards matching, the % of their peers working below. There is a positive correlation between students receiving tutoring and them working within or above their quintile in English and Maths. |

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| | <ul style="list-style-type: none"> ● There is a positive correlation between Faculty level intervention and the % of disadvantaged students working towards, within or above their quintile in 5+ subjects. ● Reading intervention programmes have a positive impact upon the reading ages of our struggling readers. ● Numeracy support programmes <i>will be in place to</i> have a positive impact upon the numeracy skills of our struggling students. <p>At KS4:</p> <ul style="list-style-type: none"> ● The overall attainment gap between disadvantaged students and their peers narrows, particularly across EBACC subjects. ● The Progress 8 score / Attainment 8 score for high prior attaining and mid prior attaining disadvantaged students at least matches or is improving towards that for other high prior attaining and mid prior attaining students nationally. ● There is a positive correlation between Faculty level intervention and the % of disadvantaged students working within or above their expected grade range. |
| <p>C) To encourage emotionally healthy behaviours through unconditional positive regard.</p> | <ul style="list-style-type: none"> ● Positive results from whole school and pastoral support strategies e.g., a decrease in the number of pupil premium students receiving detentions/suspensions, an increase in the number of pupil premium students being celebrated for their personal progress. ● Evidence from in-school quality assurance processes showcases a reduction in students accessing behavioural support from our On Tour and Reset teams across all subjects. ● The Coaching programme provides challenge and support, enhancing the personal development of students. Through this, they are more connected to the school community ● Positive Regard work provides mentoring and support for targeted students ● Student voice displays a positive increase in the number of students feeling better connected to the school community. ● Improved attitude to learning observed in lessons and identified through data captures. |
| <p>D) To raise the levels of attendance and punctuality of our disadvantaged students to ensure they have at least as much learning time as their peers.</p> | <ul style="list-style-type: none"> ● The attendance of pupil premium students rises to above 92%. ● The percentage of pupil premium students who are persistently absent reduces below 15% and the gap between them and their peers narrows. ● The gap between disadvantaged students and their peers who are persistently late also reduces. |

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| | <ul style="list-style-type: none"> The Coaching programme provides targeted guidance and support for students and families where attendance is a challenge. It also creates a culture where the development of key characteristics (confidence, resilience, integrity) are promoted and developed effectively |
| <p>E) All disadvantaged students to be involved in an exceptional experience in all years, with cost not posing a barrier.</p> | <p>There is a proportional increase in the involvement of disadvantaged students in the broader life of the school through:</p> <ul style="list-style-type: none"> Engagement with external programmes and opportunities such as mentoring programmes, CEIAG opportunities, links to colleges etc. establishing a student leadership team ensuring that the Enrichment programme meets the specific needs of Pupil Premium students, providing them with cultural capital, opportunities and academic support, closing the gap to their less disadvantaged peers creating a culture of rewards and celebration events <p>Student voice through in-school quality assurance processes shows that pupil premium students know and understand about other faiths, cultures, and British Values.</p> <p>High quality personal development and information about these areas, as well as CEIAG, is provided through the coaching programme</p> <p>The attendance and reported engagement of Pupil Premium students in enrichment and coaching must be high to ensure this is effective.</p> |

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)

*SIP: School Improvement Plan

Budgeted cost: £74,404

| Intended outcome | Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------|--|--|-------------------------------|
| A, B | Continuous Professional Development and High Quality Teaching: | <ul style="list-style-type: none"> Rosenshine's Principles of Instruction | 1,2,4,5 |

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| | <ul style="list-style-type: none"> i) Establish the core principles of High-Quality Teaching (The Parkside Learning Line, learning modes, curricular developments within subject areas) ii) Establish an evidence-informed professional development programme linked to the core principles, with a particular focus on cold-calling, learning habits and pupil engagement - delivered through staff CPD and department led CPD iii) Re-focus Faculty Development Meetings on the development of High-Quality Teaching iv) Revise the Performance Management system to hold staff to account on the core principles of High-Quality Teaching | <ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit – Approach 6.10.12 • What makes great teaching? • Teaching WALKTHRUs • EEF - Special Educational Needs in Mainstream Schools <p>Effective delivery of the Parkside Learning Line raises the profile of our disadvantaged students in all our classrooms and ensures they are questioned effectively and in receipt of high-quality feedback.</p> <p>Research from the Sutton Trust (2011) evidences the effects of high-quality teaching. Their research highlights it is especially significant for students from disadvantaged backgrounds: over a school year, these students gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.'</p> | |
| A, B, C | <p>High Quality Teaching and a culture unconditional positive regard to provide the conditions for effective learning behaviours to develop:</p> <ul style="list-style-type: none"> • Consistent use of meet & greet and exit routines, as part of the Parkside Learning Line and teacher toolkit • Re-development of <i>One Page Profiles</i> to share student voice • Modelling of social and emotional learning behaviours incorporated into teaching methods, as well as through the Coaching programme • Appointing a Positive Regard specialist to work alongside the wider staff body • Providing Positive Regard training for support staff | <ul style="list-style-type: none"> • EEF Improving Behaviour in Schools – Recommendations 1.2.3.4 • EEF Teaching and Learning Toolkit – Appendix 1 - Approaches 8,12,27 • SEND Code of Practice – Section 6 <p>Psychological research shows that unconditional positive regard cultivates relationships and nurtures growth and personal development.</p> <p>The EEF highlights that knowing and understanding our young people and their influences is paramount in informing effective responses to behaviour that falls short of our expectations.</p> <p>Providing the conditions for learning behaviours to develop ensures our students can access the curriculum and participate in their learning in a safe and productive environment.</p> | 1,3,5 |

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| A, B, D | <p>Deliver an aspirational curriculum which inspires, motivates, and challenges all disadvantaged students, as well as closing gaps and addressing misconceptions.</p> <ul style="list-style-type: none"> • Establish a small group ASDAN short course pilot (Manufacturing) • Establish Level 1 Integrated Humanities • Offer GCSE Business Studies • Implement Enrichment as part of the curriculum so all students can access opportunities equitably • Develop the Coaching programme so that students have access to a key adult / advocate and a range of peer mentors, as well as stronger relationships and connections within school. Coaching can also provide bespoke CEIAG, character development and personal development | <ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit – Appendix 1 - Approaches 22,26 <p>Constructing a curriculum offer is an important task as it is the curriculum that offers opportunities across the age and ability range to move beyond the experience they bring to school and to acquire knowledge that is not tied to that experience.</p> <p>Coaching</p> | 1,4,6 |
| A, B, C, D | <p>Create a clear and coherent network across key teams which ensures that resources are targeted and deployed effectively, supporting the right students in the right way, at the right time. Interventions will be targeted, bespoke and highly effective.</p> | <ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit – Appendix 1 - Approach 6 <p>Using mentors and working cohesively across teams is established practice in a wide range of educational environments. Where relationships are strong, this type of additional support can help unpick a range of complex issues that usually lay behind problems with learning and achievement.</p> | 1,2,3,4,5 |
| A, B, D | <p>Appoint a whole school lead for literacy. Part of this role will include establishing a 'reading in the subject disciplines' strategy to:</p> <ul style="list-style-type: none"> • diversify the range of texts students engage within their curriculum • provide professional development on developing strong academic reading habits within the subject disciplines • promote a love of reading • Use the Parkside Press to develop small group | <ul style="list-style-type: none"> • EEF Improving Literacy in Secondary Schools – Recommendations 1,2,3 • EEF Teaching and Learning Toolkit – Appendix 1 - Approach 21 <p>Alex Quigley, writer of 'Closing the Reading Gap' highlights that 'Reading is the key to learning... academic reading helps pupils access the school curriculum. As such, every teacher knowing about how children learn to read, before</p> | 2,5 |

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| | strategies for effective reading / comprehension in Coaching Groups | going on to 'read to learn', is crucial work'. He is also clear that many teachers feel under-prepared to access the best evidence on reading or to teach students with reading barriers. | |
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £94,617 + tutoring costs

| Intended outcome | Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------|--|---|-------------------------------|
| A, B, C, D | High Quality Teaching: Restructuring the role and the deployment of Learning Coaches (TAs) to have a greater impact upon academic progress – both in class and in 1:1/small group interventions | <ul style="list-style-type: none"> • Section 2 of the DfE's working together to improve attendance • EEF Making Best Use of Teaching Assistants • EEF Teaching and Learning Toolkit – Appendix 1 - Approach 29 <p>The EEF is clear that using additional adults in a 'velcro' manner impacts their effectiveness as learning coaches or support mechanisms in the classroom. It creates a divide between the young people they are working with and their peer group, as well as reducing 'face to face' teaching time from the subject specialist. Instead, additional adults should be used to add value to what a teacher does, rather than replace them.</p> | 1,2,3,4,5 |
| A, B, C, D | Re-develop the curriculum delivery of both Read Write Inc (Fresh Start) and Lexia to better support closing the reading gap. <ul style="list-style-type: none"> • Development of 'little and often' intervention model alongside the SENCo • Professional development for Learning Coaches on phonics and comprehension • Establish a KS4 Struggling Readers programme to | <ul style="list-style-type: none"> • EEF Improving Literacy in Secondary Schools – Recommendation 7 • EEF Teaching and Learning Toolkit – Appendix 1 - Approach 19, 21 <p>Reading, writing, speaking, and listening are at the heart of 'knowing' and 'doing' all subjects in school. When reading presents the biggest barrier to accessing the</p> | 2,5 |

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| | target students whose reading ages are a barrier to accessing their GCSE studies. | curriculum, the best available evidence showcases that schools should proactively plan to support students with the weakest levels of literacy. The school is already embedding a tiered model of support and is now reviewing the delivery model to enhance its effectiveness in closing the reading gap. | |
| A, B | <p>Evaluate the participation of disadvantaged students in the school's tutoring programme in order to ensure it has a demonstrable impact upon their progress in English and Maths.</p> <p>Evaluations indicate that this was not an effective approach. Refocus and link to targeted, data-led intervention and support, as well as the role of the Learning Coach and quality first teaching through the Parkside Learning Line.</p> | <ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit – Appendix 1 - Approaches 13,26 <p>The National Tutoring Programme was established to focus on catching up 'lost' learning due to the pandemic. As schools have returned to pre-pandemic ways of learning, the focus is now on utilising tutoring to tackle the attainment gaps between disadvantaged students and their peers. The DfE suggests that tutoring is a universally recognised method of addressing low attainment and educational inequality.</p> | 1,5 |

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

Budgeted cost: £170,102

| Intended outcome | Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------|--|--|-------------------------------|
| B, C, D | <p>Establish a culture of unconditional positive regard and structure/routine though:</p> <ul style="list-style-type: none"> • A simplified set of classroom rules • A revised rewards system for all students • Develop the Coaching programme so that Pupil Premium students have a support network, key adult and access to high quality guidance • Coaching and the behaviour curriculum to improve students | <ul style="list-style-type: none"> • EEF Improving Behaviour in Schools – Recommendations 1,3,4 <p>Our PASS (Pupil Attitudes to Self and School) Survey suggests that students feel that they do not always get recognise for positive progress – both academically and from a behaviour perspective. They feel they do not experience consistency from lesson to lesson and feel a lack of connection with their teachers and other adults. Updated student voice from</p> | 1,3,5 |

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| | <p>feeling of connection to the school</p> <ul style="list-style-type: none"> Behaviour curriculum and C - 0 to be developed in order to create calmness and consistency for staff and students, ensuring that expectations and norms are clear for everyone. | <p>Student Leaders in Autumn 24 reiterates this.</p> <p>The Timpson Report (2019) confirms that young people value consistency and fairness in the way that schools apply their behaviour policies.</p> | |
| B, C, D | <p>Reduce truancy and out of lesson events through the development of:</p> <ol style="list-style-type: none"> A graduated alternative provision offer for transition, KS3 and KS4 Reset and Reflect to provide additional capacity for identifying barriers to learning and holding students to account A clear and consistent approach to lateness, heightening expectations for all students to be on time, with clear guidance and consequences outlines fairly and clearly | <ul style="list-style-type: none"> EEF Improving Behaviour in Schools – Recommendations 1.2.5 EEF Teaching and Learning Toolkit – Appendix 1 - Approaches 3,8,22,26 <p>The Timpson Report highlights that vulnerable groups of young people are more likely to be excluded, with 78% of permanent exclusions issued to children who have a special educational need or are in receipt of free school meals. To break the link between disadvantage and underachievement, the school is focused on creating additional capacity through the development of alternative curriculum pathways and enhanced identification and assessment of need/s.</p> | 1,3,4,5 |
| E | <p>Establish additional leadership capacity to encourage participation in / organise, track, and celebrate extra-curricular and enrichment opportunities including:</p> <ul style="list-style-type: none"> Establishing student leadership, enrichment and extra-curricular TLR positions to lead on the development of these key areas a revised student leadership team structure that has PP representatives Increase the range of cultural visits disadvantaged students can participate in | <ul style="list-style-type: none"> EEF Teaching and Learning Toolkit – Appendix 1 - Approach 2 <p>The Sutton Trust has previously highlighted that bright, disadvantaged students obtain statistically significantly better GCSE results when they are engaged in average or better out of school academic enrichment activities</p> | 1,4,5 |
| B, C, D | <p>Establish an effective identification and assessment system for emerging needs / special educational needs. Develop alternative provision pathways to support.</p> | <ul style="list-style-type: none"> Section 2 of the DfE's working together to improve attendance EEF Improving Behaviour in Schools – Recommendation 1 | 1,2,3,5 |

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| | | <ul style="list-style-type: none"> • EEF Special Educational Needs in Mainstream Schools – Recommendation 2 <p>Building an ongoing, holistic understanding of young people and their needs is key to ensuring teaching staff feel empowered to make adaptations to the curriculum as and when necessary. Assessment should be regular and purposeful, following a ‘graduated approach’, ensuring we take the least intrusive action first to avoid unnecessary impact on their broad and balanced curriculum offer.</p> | |
| B, D | <p>Introduce a revised attendance strategy which focuses on investigation and mitigation of barriers. This includes a universal approach deployed through Coaching, and targeted / specific work organised through clear systems across pastoral, attendance, safeguarding and SEND teams.</p> <p>This includes a clear role for Coaches and revising the deployment of:</p> <ul style="list-style-type: none"> • Peer Mentors • the Attendance Officer • Student Support Leaders • Learning Coaches • Family contact events including Meet Your Coach events | <ul style="list-style-type: none"> • Section 2 of the DfE’s working together to improve attendance • EEF Teaching and Learning Toolkit – Appendix 1 - Approach 17 <p>Research shows attendance has an impact upon academic achievement, engagement, social and emotional development and feeling a sense of ‘belonging’ to the school community.</p> <p>Students with higher attendance rates, according to Ainscow et al (2016), secure higher grades and greater levels of attainment. This suggests that consistent attendance is a key factor in facilitating learning and maximising educational outcomes for our disadvantaged students.</p> | 3 |

Total budgeted cost: £339,123 + tutoring

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

P8 for Pupil Premium students was -1.22 compared to -0.86 for all.

Teaching and learning:

Significant support was provided to early career teachers. All ECTs made the required progress during the year and continue to make good progress

Student voice around revision strategies and how they are supported by teacher suggests that these need to be made more explicit so students are aware they are being taught this.

Targeted academic support:

2024 KS4 Results - 3 year trend for context:

| | 21/22 | 22/23 | 23/24 |
|----------------------|-----------------------|----------------------|-----------|
| Progress 8 | PP - 1.12 / Non -0.36 | PP -1.48 / Non -0.85 | PP - 1.22 |
| Attainment 8 | PP 33.03 / Non 45.59 | PP 29.53 / Non 43.08 | PP 31.3 |
| English and Maths 4+ | PP 34.78% / 65% | PP 27.59% / Non 60% | |
| English and Maths 5+ | PP 13.04% / 40% | PP 8.62% / Non 34% | PP 20.4% |

12 students were educated via a bespoke Alternative Curriculum that included work experience, small group tutoring in English and Maths, experiential learning and social, emotional & mental health support. Non-PP data for this cohort is currently provisional so not reported here.

Wider strategies:

The latest nationally verified destinations data shows that 98% of students leaving KS4 continued in education or training for at least two terms and 89% of students leaving KS5.

Attendance:

There was a 9% attendance gap between PP and non-PP during 22-23. This dropped to a 7.7% gap in 23 - 24, with unauthorised absences 4.4% higher for PP students. In the current academic year, there is a similar gap.

Behaviour:

Classroom removal (C3) data from half-term 1 of the 24 / 25 academic year shows that just over 50% of removals were of PP students. This is significantly disproportionate when compared with the numbers of PP students on roll. Likewise, 53% of those excluded this term have been PP eligible. This is similarly out of proportion to their overall numbers in school.

Extra-curricular – of the overall attendance at extra-curricular clubs, 13% was from PP students in 23-24. This has been addressed by the implementation of enrichment, which has significantly increased the attendance of PP students in extra-curricular activities.

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 |
|-----------------------------------|--------------------|
| Read, Write, Inc | Ruth Miskin |
| Lexia | Lexia Systems |
| Brilliant Club Scholars Programme | The Brilliant Club |

Service pupil premium funding (optional)

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| <i>For schools that receive this funding, you may wish to provide the following information:</i> |
| How our service pupil premium allocation was spent last academic year |
| Tutoring |
| The impact of that spending on service pupil premium eligible pupils |
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Appendix 1: EEF Teaching and Learning Toolkit

The EEF'S Teaching and Learning Toolkit is based on what has happened when particular approaches have been used in schools before. It provides high quality information about what is likely to be beneficial on existing evidence.

A summary of the approaches, their cost, how much research evidence there is and their impact from the Toolkit can be found below.

| | Approach | Cost estimate | Evidence estimate | Average impact on progress |
|----|-----------------------------------|---------------|-------------------|----------------------------|
| 1 | Arts participation | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 3 Months |
| 2 | Aspiration interventions | £ £ £ £ £ | ★ ★ ★ ★ ★ | 0 Months |
| 3 | Behaviour interventions | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 4 Months |
| 4 | Collaborative learning approaches | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 5 Months |
| 5 | Extended school time | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 3 Months |
| 6 | Feedback | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 6 Months |
| 7 | Homework | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 5 Months |
| 8 | Individualised instruction | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 4 Months |
| 9 | Learning styles | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 0 Months |
| 10 | Mastery learning | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 5 Months |
| 11 | Mentoring | £ £ £ £ £ | ★ ★ ★ ★ ★ | 2 Months |
| 12 | Metacognition and self-regulation | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 7 Months |
| 13 | One to one tuition | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 5 Months |
| 14 | Oral language interventions | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 6 Months |
| 15 | Outdoor adventure learning | £ £ £ £ £ | ★ ★ ★ ★ ★ | Unclear |
| 16 | Parental engagement | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 4 Months |
| 17 | Peer tutoring | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 5 Months |
| 18 | Performance pay | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 1 Months |
| 19 | Phonics | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 5 Months |

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| 20 | Physical activity | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 1 Months |
| 21 | Reading comprehension strategies | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 6 Months |
| 22 | Reducing class size | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 2 Months |
| 23 | Repeating a year | £ £ £ £ £ | ★ ★ ★ ★ ★ | - 3 Months |
| 24 | School uniform | £ £ £ £ £ | ★ ★ ★ ★ ★ | Unclear |
| 25 | Setting or streaming | £ £ £ £ £ | ★ ★ ★ ★ ★ | 0 Months |
| 26 | Small group tuition | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 4 Months |
| 27 | Social and emotional learning | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 4 Months |
| 28 | Summer schools | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 3 Months |
| 29 | Teaching assistant interventions | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 4 Months |
| 30 | Within class attainment grouping | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 2 Months |