

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Crofton School
Number of pupils in school	1103
Proportion (%) of pupil premium eligible pupils	13.78%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mr Simon Harrison Headteacher
Pupil premium lead	Mr Matt Zealander Assistant Headteacher
Governor / Trustee lead	Mitzi Swanson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£256,323
Recovery premium funding allocation this academic year	£52,617
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	£308,940

# Part A: Pupil premium strategy plan

## Statement of intent

At Crofton school, our objective is to ensure equality of ambition for all, so that every student can access the same life chances, opportunities, and experiences, irrespective of background, cultural experience, gender, or ability. Ultimately, we should no longer need to talk about specific groups / characteristics – all strategy will be based only on identified learning need.

This strategy will outline how we aim to remove as many barriers to achievement as we can to ensure our students who are experiencing disadvantage:

- progress at the same rate as others
- know how to get help and are comfortable doing so
- stay safe
- are well rounded members of our community

The focus of our pupil premium strategy is to support pupils who are experiencing disadvantage to achieve these aims, including progress for those with high prior attainment. We will consider the challenges faced by other vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are pupil premium or not.

High-quality teaching and learning is at the heart of our approach, with a focus on areas in which pupils experiencing disadvantage require the most support. Our school improvement plan outlines our priority areas including:

- Adaptive teaching, in-class intervention, and support for Speech, Language and Communication Needs (SLCN).
- Further developing capacity of the SEND leadership team including students with Autism.
- Developing a tiered approach to pastoral support including staff training to support exceptional behaviour for learning and attachment and trauma strategies.
- More effective careers and enterprise programme, RSE provision and mental health strategy.

We believe that a whole school focus on these areas will enable all students to be effective learners and will help students recover any gaps that persist following the disruption to learning during the pandemic. Diagnostic assessment will ensure that our approach will be responsive to both common challenges and individual needs and will be a whole school approach in which all staff take responsibility for disadvantaged

students' outcomes and raise expectations of what they can achieve. Targeted academic support both in class and through pastoral interventions are also an important part of our strategy to remove barriers to learning for our disadvantaged students, and wider strategies that support our students' sense of belonging in Crofton School, through leadership, pride in their learning environment, and an ethos of kindness to others, ambition for their future, and the diligence needed to achieve this lies at the heart of our strategy.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attainment Gaps</b></p> <p>Students arrive with gaps in their learning and achievement. 2023 KS2 data shows the gaps in PP students' attainment: PP students achieving scaled score below 100:</p> <ul style="list-style-type: none"> <li>- Reading – 56% (26% Non PP)</li> <li>- Grammar – 59% (28% Non PP)</li> <li>- Maths – 56% (25% Non PP)</li> </ul> <p>Subsequent assessments show that this gap remains until Year 11</p>
2	<p><b>Literacy</b></p> <p>The English attainment of disadvantaged students is generally lower than that of their peers. Disadvantaged students generally have lower levels of reading comprehension than their peers. The average reading age of our Year 7 PP students is 11:2 (Nov 2023). This is 12 months lower than the average reading age across Year 7 as a whole. These gaps are sustained to Year 11, especially at the 5+ where the gap in English is 21%. Meetings with foundation subject leaders report that it is poor literacy skills that are a barrier to learning for KS3 PP students that are below ARE.</p>
3	<p><b>Learning behaviours and engagement with families</b></p> <p>Students do not always come into school with the right breakfast / uniform / equipment / aspirations. Evidence from PG data and student</p>

	<p>voice shows that our vulnerable students are less likely to work independently at school and at home. Summer 2023 data shows 22% of PP students have Attitude to Learning grades of 3 or 4, compared to 11% of non-PP. 6% of PP students have Home Learning grades of 3 or 4, compared to 3% of non-PP.</p> <p>The attendance at Parents Evening of parents of PP students shows a significant gap compared to overall attendance. Actual appointment attendance in 2022/23 was:  Year 7 – PP 45% (78%)  Year 8 – PP 66% (79%)  Year 9 – PP 43% (70%)  Year 10 – PP 57% (72%)  Year 11 – PP 66% (75%)</p>
4	<p><b>Social, emotional, and mental health</b></p> <p>Our analysis of attendance data, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams / prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>30 students are currently receiving regular 1:1 intervention from the school ELSA and 27% of these are PP students. Additional interventions are provided by our Home-School Link Worker and other outside agencies.</p>
5	<p><b>Attendance</b></p> <p>Attendance of disadvantaged pupils is lower than their peers, causing more gaps in their learning and impacting on their attainment and ability to attend interventions.</p> <p>Over the last 3 years the Gap in attendance between PP and non-PP students across the school is 6.3-6.9%. Disadvantaged students are more likely to be persistently absent than their peers. As of 2023, 41% of PP students did not reach the attendance threshold of 90% compared to 21% of all students.</p> <p>We have identified links between pupils below ARE in KS3 and their attendance, and the performance of KS4 students in GCSE examinations.</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
To raise the attainment of KS4 pupils resulting in stronger KS4 outcomes	<p>By the end of our current plan in 2024/2025 outcomes for PP will demonstrate</p> <p>An average Attainment 8 score of 4.1</p> <p>4+ 72% and 5+ 46% for E&amp;M</p>
To improve the literacy skills and vocabulary of disadvantaged pupils who struggle to access texts across the curriculum, and answer questions that require extended writing	<p>Reading comprehension skills demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny</p>
To reduce progress gaps in KS3 by identifying students transitioning to our school with gaps in the basic skills	<p>The gap between PP and non-PP students achieving age related expectations will show that it's reducing for each year group as they move through KS3. This will translate to decreased gap in Attainment 8 scores at the end of Year 11</p>
To improve the attendance of disadvantaged students and reduce instances of persistent absence, including targeted support for absence affected by emotional and mental health.	<p>Sustained high attendance for 2024/25 demonstrated by:</p> <p>The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no more than 5%.</p> <p>To reduce the percentage of disadvantaged students who are persistently absent each year over the next 3 years. In 2022 this was 49.7% of disadvantaged students</p>
To increase the engagement of the parents of some vulnerable students to support their child's access to learning in school to consequently	<p>Attendance at parents evening by parents of PP students will increase across all year groups and the gap between the Attitude to</p>

improve the attitude to learning of some vulnerable students	Learning grades 3 and 4 of PP students and their non-PP peers will reduce year on year.
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year 2023 / 2024** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed and review metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and a lead teacher/KS4 tutor team.</p> <p>It will first be delivered through the tutor programme then rolled out through subject areas.</p> <p>Online packages will be purchased (for example GCSE Pod, Educake) that support students metacognitive revision strategies.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will fund professional development focussed on each teacher's subject area. Bedrock will be purchased for delivery in KS3 tutor time and English home learning to improve vocabulary acquisition.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English and the humanities:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	2

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

Budgeted cost: £175,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will part fund 5 Student Support Leaders who will support the work of intervention leaders to identify and monitor disadvantaged students' engagement in intervention.</p> <p>In KS3 they will run targeted intervention in tutor time:</p> <ul style="list-style-type: none"> <li>• Literacy – reading club, Bedrock intervention, spelling and grammar intervention, debate club.</li> <li>• Maths – Maths retrieval intervention using MyMaths and MathsWatch</li> </ul> <p>Home learning – KS3 home learning club will run throughout the year to support disadvantaged students with completing home learning tasks.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>EEF findings show that Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	<p>1,2</p>



<p>We have appointed 2 members of staff to lead targeted Period 6 provision in the Revision and Intervention Centres (RICs) for KS3 and KS4 students.</p> <p>Focus on closing knowledge gaps and supporting with catch-up as identified after the pandemic. This will be bespoke interventions directed by subject teachers and will run at tutor times and after school.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3</p>
<p>To enhance our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. We have appointed 2 Maths Intervention Practitioners to work closely with teaching staff within the Maths Faculty, raising student attainment, with a focus on Pupil Premium students. To concentrate on identifying students who are performing below age-related expectations in maths/numeracy and working with them either on a one-to-one basis or in small groups, providing these students with learning strategies that enables them to</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p>	<p>1</p>

access and make progress across the curriculum.	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £106,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will fund 5 Student support leaders who will work with disadvantaged students and their families to support their behaviour, attendance, and wellbeing. Activities will include KS3 Breakfast club, Parental coffee mornings, Academic Mentoring, 1:1 social and emotional support, EBSA planning and monitoring	<p>The impact of Emotionally Based School Avoidance (EBSA) on young people is far reaching. Outcomes for young people who display EBSA include poor academic attainment, reduced social opportunities and limited employment opportunities (Garry, 1996; Pellegrini, 2007 and Taylor, 2012).  <a href="https://documents.hants.gov.uk/childrens-services/EBSA-good-practice-guidance.pdf">https://documents.hants.gov.uk/childrens-services/EBSA-good-practice-guidance.pdf</a></p> <p>EEF findings show Parental engagement has a positive impact on average of 4 months' additional progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>Both targeted Behaviour interventions and universal approaches have positive overall effects on learning outcomes (+ 4 months). We have implemented a combination of behaviour approaches to reduce overall disruption and provide tailored support where required.  <a href="https://educationendowmentfoundation.org.uk/education-">https://educationendowmentfoundation.org.uk/education-</a></p>	3, 4, 5

	<p><a href="https://whentheadultschangecom/evidence/teaching-learning-toolkit/behaviour-interventions">evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>Building positive relationships with pupils has a huge impact on students' engagement with school</p> <p>When the Adults Change Everything Changes – Paul Dix 2017</p> <p><a href="https://whentheadultschangecom/">https://whentheadultschangecom/</a></p>	
<p>We will commission a part time Youth worker to support disadvantaged students whose risky behaviour affects their well-being and puts them at risk of exclusion. Students will have a 1:1 session weekly.</p>	<p>Targeted Behaviour interventions have positive overall effects on learning outcomes (+ 4 months). We have implemented a combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	4
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, 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>	All

**Total budgeted cost: £308,940**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intended outcome	Success criteria	Review against the success criteria
<p>To raise the attainment of KS4 pupils resulting in stronger KS4 outcomes</p>	<p>By the end of our current plan in 2024/2025 outcomes for PP will demonstrate:</p> <ul style="list-style-type: none"> <li>• An average Attainment 8 score of 4.1</li> <li>• 4+ 72% and 5+ 46% for English &amp; Maths.</li> </ul>	<p>Outcomes for PP students sitting exams in 2023 were:</p> <p>Average Attainment 8 score of 3.7.(4.74) GAP -0.96 National Average 3.5.</p> <p>4+ 48.7% and 5+ 25.6% for English &amp; Maths.</p> <p>Progress 8 data 2022/23: All -0.09 (N.Ave -0.02) Disadvantaged -0.40 (N.Ave -0.55)</p> <p>Students' attendance at intervention has seen a sustained increase. Students feedback shows that they understand and can feel the benefits of the intervention being received in the RIC.</p> <p>Increased focus from SPSA's on PP intervention in Maths supported an average grade improvement from November mock to GCSE of 1.3 grades for the PP students that attended maths intervention (17) sessions run.</p> <p>Student and parental feedback was largely positive and specifically "improved the confidence levels" of students in the sessions.</p>

<p>To improve the literacy skills and vocabulary of disadvantaged pupils who struggle to access texts across the curriculum, and answer questions that require extended writing</p>	<p>Reading comprehension skills demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny</p>	<p>In Year 7 and Year 9, PP students are making greater progress than non-PP.</p> <table border="1" data-bbox="810 387 1393 533"> <thead> <tr> <th></th> <th>Pupil Premium Indicator</th> <th>Pre-Test Score Average</th> <th>Post-Test Score Average</th> <th>Average Improvement</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Year 7</td> <td>No</td> <td>72</td> <td>83</td> <td>15%</td> </tr> <tr> <td>Yes</td> <td>72</td> <td>84</td> <td>17%</td> </tr> <tr> <td rowspan="2">Year 8</td> <td>No</td> <td>66</td> <td>77</td> <td>17%</td> </tr> <tr> <td>Yes</td> <td>72</td> <td>81</td> <td>13%</td> </tr> <tr> <td rowspan="2">Year 9</td> <td>No</td> <td>69</td> <td>79</td> <td>14%</td> </tr> <tr> <td>Yes</td> <td>68</td> <td>81</td> <td>19%</td> </tr> </tbody> </table> <p>Analysis of data shows that Bedrock is having an impact on improving literacy skills for PP students.</p> <p>In the current academic year all year:  Year 9 PP students made an average improvement of 44% in their Bedrock assessments.  Year 8 PP students made an average improvement of 35% in their bedrock assessments.  Year 7 PP students have made an average improvement of 34% in their Bedrock assessments.</p> <p>Targeted in class intervention is in LS and ACG is continuing to show a positive impact on students reading ages.</p>		Pupil Premium Indicator	Pre-Test Score Average	Post-Test Score Average	Average Improvement	Year 7	No	72	83	15%	Yes	72	84	17%	Year 8	No	66	77	17%	Yes	72	81	13%	Year 9	No	69	79	14%	Yes	68	81	19%
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<p>To reduce progress gaps in KS3 by identifying students transitioning to our school with gaps in the basic skills</p>	<p>The gap between PP and non-PP students achieving age related expectations will show that it's reducing for each year group as they move through KS3. This will translate to decreased gap in Attainment 8 scores at the end of Year 11.</p>	<p>PP students who were year 9 in 2022/23 made significant progress against ARE in English and Maths when compared against year 8:  English – 17.6% of students moved up from 'below' ARE.  Maths – 29.4% of students moved up from 'below' ARE.  On average for all subjects, 2.5% of PP and 1.9% of all other students moved down to below ARE.</p> <p>PP students in year 8 in 2022/23 made similar advancements in Maths – 19.2%</p>																																

		<p>students moving up from below ARE in year 7.</p> <p>English had an increase of 2.1% of students becoming below but an increase of 3.3% PP students progressing to above in year 8.</p> <p>Assessment data for KS3 (all subjects):</p> <table border="1" data-bbox="852 416 1406 1021"> <thead> <tr> <th>Year 9</th> <th>Above</th> <th>On</th> <th>Below</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>14.3</td> <td>70.9</td> <td>14.7</td> </tr> <tr> <td>Non-PP</td> <td>15.2</td> <td>70.6</td> <td>14.2</td> </tr> <tr> <td>PP</td> <td>4.1</td> <td>74.7</td> <td>21.3</td> </tr> <tr> <td>GAP</td> <td>-11.1</td> <td>4.1</td> <td>+7.1</td> </tr> <tr> <th>Year 8</th> <th>Above</th> <th>On</th> <th>Below</th> </tr> <tr> <td>All</td> <td>13.8</td> <td>73.6</td> <td>12.5</td> </tr> <tr> <td>Non-PP</td> <td>15.2</td> <td>74.9</td> <td>9.9</td> </tr> <tr> <td>PP</td> <td>5.8</td> <td>66.3</td> <td>28</td> </tr> <tr> <td>GAP</td> <td>-9.4</td> <td>-8.6</td> <td>+18.1</td> </tr> <tr> <th>Year 7</th> <th>Above</th> <th>On</th> <th>Below</th> </tr> <tr> <td>All</td> <td>12.6</td> <td>74.2</td> <td>13.1</td> </tr> <tr> <td>Non-PP</td> <td>13.9</td> <td>73.8</td> <td>12.3</td> </tr> <tr> <td>PP</td> <td>6.9</td> <td>76.3</td> <td>16.8</td> </tr> <tr> <td>GAP</td> <td>-7</td> <td>2.5</td> <td>-4.5</td> </tr> </tbody> </table>	Year 9	Above	On	Below	All	14.3	70.9	14.7	Non-PP	15.2	70.6	14.2	PP	4.1	74.7	21.3	GAP	-11.1	4.1	+7.1	Year 8	Above	On	Below	All	13.8	73.6	12.5	Non-PP	15.2	74.9	9.9	PP	5.8	66.3	28	GAP	-9.4	-8.6	+18.1	Year 7	Above	On	Below	All	12.6	74.2	13.1	Non-PP	13.9	73.8	12.3	PP	6.9	76.3	16.8	GAP	-7	2.5	-4.5
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<p>To improve the attendance of disadvantaged students and reduce instances of persistent absence, including targeted support for absence affected by emotional and mental health.</p>	<p>Sustained high attendance for 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no more than 5% In 2021/22 the gap was 7.2%</li> <li>To reduce the percentage of disadvantaged students who are persistently absent each year over the next 3 years. In</li> </ul>	<p><b>PP attendance</b>  2021-22 84.0% (90.9%) Gap -6.9%  2022-23 84.2% (90.7%) Gap -6.5%  YTD 2023-24 87.9% (92.4%) Gap -4.5%</p> <p><b>PP Persistent absence</b>  2021-22 49.7% (88) (30.3%) Gap -19.4%  2022-23 44.5% (74) (19.4%) Gap -25.1%  YTD 2023-24 40% (64) (21.6%) Gap -18.4%</p> <p><b>PP severely absent</b>  2021-22 6.2% (11) (2.32%) Gap -3.88%  2022-23 4.2% (7) (2.23%) Gap -1.97%  YTD 2023-24 4.3% (7) (2.58%) Gap -1.72%</p> <p>PP students contribute to the total number of days missed through suspension. In 2022/23 there were 191 student suspensions of which 58 were PP students.</p> <p>The continued appointment of a Home-School Link Worker has impacted students'</p>																																																												

	2022 this was 49.7% of disadvantaged students	attendance through home visits for poor attending students and securing and maintaining a supply of second-hand bikes to resolve transport issues with disadvantaged students.
To increase the engagement of the parents of some vulnerable students to support their child's access to learning in school to consequently improve the attitude to learning of some vulnerable students	Attendance at parents evening by parents of PP students will rise in KS4, and the gap between the Attitude to Learning grades 3 and 4 of PP students and their non-PP peers will reduce year on year.	In order to support PP families, parents evening appointments are booked on behalf of parents where required. Families who do not book appointments are contacted by SSL's and supported through that process.  In many cases parents are contacted by SSL/HOY following missed parents evening to provide updates.

## Externally provided programmes

N/A

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	In order to support our service children, we have a pastoral system which can cater for the individual needs of students. Parents often write in and let us know about a deployment. The Student Support Leader (one in each year part funded by the service child premium) support that student where needed or can reassure parents that the young person is doing well in school. We also sign post parents for additional support where there are more complex concerns around the young person. The school and its cluster primaries employ a Parent Support Advisor to coordinate this. The school attends a network of

	local schools where research and strategies are discussed along with new support available.
What was the impact of that spending on service pupil premium eligible pupils?	Year 11 GCSE in 2023 show that our service students perform better than their peers for most measures. A8 = 48.85 (non-service 47.36), 4+E&M = 77.8% (71.4%), 5+ E&M = 51.9% (50.2%), 7+E&M = 14.8% (13.8%).



## Further information (optional)

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

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 presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

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 pupils.

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Offering a wide range of high-quality extra-curricular activities and trips, to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. Attendance at extra-curricular is being monitored using Edulink.