

Pupil premium strategy statement – Crofton School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1106
Number and Proportion (%) of pupil premium eligible pupils	183 (16.53%)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	Mr Simon Harrison
Pupil premium lead	Mr Paul Williams
Governor / Trustee lead	Mitzi Swanson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£285,764
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£285,764

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:

- Embed curriculum developments with a focus on adaptive teaching
- Review effectiveness of timetable to support Curriculum intent and most efficient use of resources.
- Embed a reading for pleasure and learning culture.
- Further improve student behaviour and attendance so that all students engage with school and feel they belong.
- Ensure use of prejudicial language is addressed so that students are confident all instances will be addressed
- Research and implement more proactive strategies for parental engagement so that parent support improves and has a significant impact on school policies and procedure.

- Students have clear lines of communication to report bullying and have confidence in resulting action
- Fully implement Mental Health strategy for staff and students so that support is targeted appropriately and effectively

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>Attainment Gaps</p> <p>Students arrive with gaps in their learning and achievement. Data shows the gaps in PP students' attainment: PP students achieving scaled score below 100:</p> <ul style="list-style-type: none"> - Reading – 56% (26% Non PP) - Grammar – 59% (28% Non PP) - Maths – 56% (25% Non PP) <p>Subsequent assessments show that this gap remains until Year 11</p>
2	<p>Literacy</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 was 11:2. 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</p>

	the 5+ where the gap in English has been 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.												
3	<p>Learning and peer behaviours and engagement with families.</p> <p>Students do not always come into school with the right breakfast / uniform / equipment / aspirations. Evidence from PG data and student voice shows that our vulnerable students are less likely to work independently at school and at home. 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.</p> <p>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>Social, emotional and mental health</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>43 students are currently receiving regular 1:1 intervention from the school ELSA (21 students, of which 6 are PP – 27%) and Student Support Worker (seeing 22 students of which 10 (45%) PP students). Additional interventions are provided by our Home-School Link Worker and other outside agencies.</p>												
5	<p>Attendance</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> <table border="1" data-bbox="363 1861 1406 2074"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>2023/24</td> <td>82.67%</td> <td>90.94%</td> </tr> <tr> <td>2022/23</td> <td>84.19%</td> <td>91.69%</td> </tr> <tr> <td>2021/22</td> <td>84.06%</td> <td>91.82%</td> </tr> </tbody> </table>		PP	Non PP	2023/24	82.67%	90.94%	2022/23	84.19%	91.69%	2021/22	84.06%	91.82%
	PP	Non PP											
2023/24	82.67%	90.94%											
2022/23	84.19%	91.69%											
2021/22	84.06%	91.82%											

	<p>Over the last 3 years the Gap in attendance between PP and non-PP students across the school is 7.5-8.27%.</p> <p>Disadvantaged students are more likely to be persistently absent than their peers. As of summer 2024, 35.6% of PP students did not reach the attendance threshold of 90% compared to 23.2% 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&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</p>

	<p>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>
<p>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</p>	<p>Attendance at parents evening by parents of PP students will increase across all year groups 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.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 50,218.26

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</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>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>

<p>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>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools 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>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English and the humanities:</p> <p>word-gap.pdf (oup.com.cn)</p>	2

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

Budgeted cost: £ 157,763.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
<p>We will part fund 5 Student Support Leaders who will support the work of intervention leaders 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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	1,2

<p>identify and monitor disadvantaged students' engagement in intervention.</p> <p>Two HTLA's will support PP students within the maths classrooms.</p> <p>Two Progress Support Leaders (KS3 and KS4) will work with leaders to select students to support with interventions in both maths and literacy.</p> <p>Home learning – KS3 home learning club will run throughout the year to support disadvantaged students with completing home learning tasks.</p>	<p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	
---	--	--

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

Budgeted cost: £ 157,763.13

Activity	Evidence that supports this approach	Challenge number(s)) addressed
<p>We will fund 5 Student support leaders who will work with disadvantaged students and their families to support their behaviour, attendance, and wellbeing. Academic Mentoring, 1:1 social and emotional support, EBSA planning and monitoring</p>	<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). https://documents.hants.gov.uk/childrens-services/EBSA-good-practice-guidance.pdf</p> <p>EEF findings show Parental engagement has a positive impact on average of 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Building positive relationships with pupils has a huge impact on students' engagement with school When the Adults Change Everything Changes – Paul Dix 2017 https://whentheadultschange.com/</p>	<p>3,4,5</p>
<p>We will commission a part time Youth worker to support disadvantaged students</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. https://educationendow</p>	<p>4</p>

<p>whose risky behaviour affects their well-being and puts them at risk of exclusion. Students will have a 1:1 session weekly.</p>		
<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>	<p>All</p>

Total budgeted cost: £ 365,744.52

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<u>Intended outcomes</u>	<u>Success criteria</u>	<u>Review against the success criteria</u>														
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&M</p>	<p><u>Outcomes for PP students sitting exams in 2023-24:</u></p> <p>Average Attainment 8: 32.15</p> <p>4+ 41.9 and 5+ 16.1% E&M</p> <p><u>Predicted Grade 1 Year 10 2024</u></p> <p>Year 10 2024 PG 1 estimate A8 3.71</p> <p>Maths A8 = 4.35, English = 3.81, Open A8 = 3.77</p> <p>4+ = 56.8 and 5+ = 27% Achieving both English and Maths.</p> <p><u>Predicted Grade 3 Year 11 2024</u></p> <p>Year 11 2024 PG 3 estimate A8 3.40</p> <p>Maths A8 = 3.41, English = 3.45, Open A8 = 3.44</p> <p>4+ = 31.8 and 5+ = 9.1% Achieving both English and Maths.</p>														
To improve the literacy skills and vocabulary of disadvantaged pupils who struggle to access texts across the	Reading comprehension skills demonstrate improved comprehension skills among disadvantaged	<p>Bedrock data for KS3 PP September 2024 – November 2024.</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>PP</th> <th>Pre-test</th> <th>Post-test</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td rowspan="2">7</td> <td>Y</td> <td>48</td> <td>59</td> <td>23%</td> </tr> <tr> <td>N</td> <td>72</td> <td>80</td> <td>11%</td> </tr> </tbody> </table>	Year Group	PP	Pre-test	Post-test	Progress	7	Y	48	59	23%	N	72	80	11%
Year Group	PP	Pre-test	Post-test	Progress												
7	Y	48	59	23%												
	N	72	80	11%												

<p>curriculum, and answer questions that require extended writing.</p>	<p>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>	<table border="1" data-bbox="810 152 1331 338"> <tr> <td rowspan="2">8</td> <td>Y</td> <td>62</td> <td>78</td> <td>26%</td> </tr> <tr> <td>N</td> <td>63</td> <td>78</td> <td>24%</td> </tr> <tr> <td rowspan="2">9</td> <td>Y</td> <td>73</td> <td>76</td> <td>4%</td> </tr> <tr> <td>N</td> <td>66</td> <td>78</td> <td>18%</td> </tr> </table>	8	Y	62	78	26%	N	63	78	24%	9	Y	73	76	4%	N	66	78	18%																						
8	Y	62		78	26%																																					
	N	63	78	24%																																						
9	Y	73	76	4%																																						
	N	66	78	18%																																						
<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 2023/24 made significant progress against ARE in English and Maths when compared against year 8:</p> <p>English – 17.6% of students moved up from 'below' ARE. Maths – 29.4% of students moved up from 'below' ARE.</p> <p>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 9 in 2023/24 had previously made similar advancements in Maths – 19.2% students moving up from below ARE in year 7. 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> <table border="1" data-bbox="810 1637 1362 2051"> <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> </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 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																																							

		<table border="1"> <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> </table> <p>Maths:</p> <p>At Key Stage 3 PP students are supported by the two Maths HTLA's. 64 PP students are supported within class. At Key Stage 4 20 students are supported in class. The impact of this can be seen in the PP outcomes and progress for this Year's GCSE results in maths.</p> <p>GCSE results: Maths PP progress figure was -0.61. This was the best PP progress figure for all subject areas at Crofton in the 2024 GCSE results.</p> <p>ARE data:</p> <p>Current year 9 6.6% increase in the percentage of PP students at 'above' age related expectations, between year 7 summer term and year 8 summer term.</p> <p>Current year 10 10.6% increase in the percentage of PP students at 'on' age related expectations, between year 8 summer term and year 9 summer term. 1.7% decrease in the percentage of PP students at 'below' age related expectations, between year 8 summer term and year 9 summer term.</p>	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
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																			
To improve the attendance of disadvantaged students and reduce instances of	Sustained high attendance for 2024/25 demonstrated by:	<table border="1"> <thead> <tr> <th></th> <th>2022/23</th> <th>2023/24</th> <th>YTD</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>84.2%</td> <td>82.67%</td> <td>86.03%</td> </tr> </tbody> </table>		2022/23	2023/24	YTD	PP	84.2%	82.67%	86.03%												
	2022/23	2023/24	YTD																			
PP	84.2%	82.67%	86.03%																			

persistent absence, including targeted support for absence affected by emotional and mental health.

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%.

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

Non-PP	90.7%	90.94%	93.45%
Gap	-6.5%	-8.27%	-7.42%

	2022/23	2023/24	YTD
PP PA	33.94% (74)	35.61%(94)	31.33%(73)
Non-PP PA	19.4%	23.24%	20.77%
Gap	- 14.54%	-12.37%	-10.56%

	2022/23	2023/24	YTD
PP SA	0.62% (7)	1.51%(17)	1.33%(15)
Non-PP SA	2.23% (25)	3.74% (42)	3.56% (39)
Gap	-1.61%	-2.23%	-2.23%

PP students contribute to the total number of days missed through suspension. September 2023 – 23rd July 2024 there were 282 suspensions of which 96 were PP. PP students lost 119.5 days.

The continued appointment of a Home-School Link Worker has impacted 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.

<p>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.</p>	<p>Attendance at parents evening by parents of PP students will increase across all year groups 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.</p>	
--	---	--

Performance of disadvantaged students 2023/24

(note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently)

Whole Cohort:

Average attainment 8 grade 4.57

Average total Progress 8 -0.48

Achieving both English and Maths at grade 4+: 66.8%

Achieving both English and Maths at grade 5+: 44.1%

PP students:

Average attainment 8 grade. 3.21

Average total Progress 8. -1.22

Achieving both English and Maths at grade 4+: 41.9%

Achieving both English and Maths at grade 5+: 16.1%

National Figures:

Achieving both English and Maths at grade 4+: 67.4%

Achieving both English and Maths at grade 5+ 45.9%

Disadvantaged students achieving both English and Maths: 25.8%

Current Year 11 figures:

All Students:

Achieving both English and Maths at grade 4+: 73.3%

Achieving both English and Maths at grade 5+: 51%

Provisional Progress 8: 4.99

PP Students:

Achieving both English and Maths at grade 4+: 36.4%

Achieving both English and Maths at grade 5+: 9.1%

Provisional Progress 8: 3.69

Measures against outcomes:

Outcome 1: To raise the attainment of KS4 pupils resulting in stronger KS4 outcomes.

Good Progress

Average progress

X Minimal progress

Success Criteria:

- By the end of our current plan in 2024/2025 outcomes for PP will demonstrate

An average Attainment 8 score of 4.1

4+ 72% and 5+ 46% for E&M

Attainment by our disadvantaged students remains below target at 3.21.

Outcome2: 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.

Good Progress

X Average progress

Minimal progress

Success Criteria:

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

Intervention data shows that in Year 7 and 8 disadvantaged students made better progress other students. In Year 9 disadvantaged students were outperformed by their peers.

Outcome 3. To reduce progress gaps in KS3 by identifying students transitioning to our school with gaps in the basic skills.

Good Progress

Average progress

X Minimal progress

Success criteria:

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.

We are not yet seeing the gap reducing significantly.

Outcome 4: To improve the attendance of disadvantaged students and reduce instances of persistent absence, including targeted support for absence affected by emotional and mental health.

Good Progress

X Average progress

Minimal progress

Success criteria.

Sustained high attendance for 2024/25 demonstrated by:

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%.

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

The persistent absence percentages for our disadvantaged students is falling from - 14.54% to -12.37% in 2023/24.

Outcome 5: 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.

Good Progress

X Average progress

Minimal progress

Success criteria.

Attendance at parents evening by parents of PP students will increase across all year groups 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.

Attendance at parents evening figures remain lower for disadvantaged students. Appointments are organised by the Year Team so that disadvantaged students are prioritised.

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent 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.

The impact of that spending on service pupil premium eligible pupils

Year 11 GCSE in 2024 show that our service students perform better than their peers for most measures. A8 = 51.05 (non-service 44.34), 4+E&M = 85.7% (66.8%), 5+ E&M = 54.8% (44,1%), 7+E&M = 14.3% (10.9%).

Further information

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.