

Pupil Premium Strategy 2024-25 Impact Statement

Intended outcomes and how they will be measured	
A	<p><i>Improve attainment at the end of KS4 amongst PP cohort in all subject areas</i></p> <p>Improving Quality First Teaching and ensuring all staff know and understand the barriers to learning and to adapt teaching and learning to meet the personalised needs of individual pupils including disadvantaged pupils.</p> <p>Fully inclusive and ambitious curriculum implemented by subject areas to ensure that disadvantaged pupils have ‘a seat at the table’ with high level subject specific feedback and adaptations for the disadvantaged cohort in all curriculum areas.</p>
B	<p><i>Sustained and improved reading comprehension and numeracy levels among PP cohort by end of KS3</i></p> <p>Reading ages show a sustained and improved rise in line with chronological age/non-PP. Numeracy intervention data and assessment evidence shows an improved level of numeracy skills in identified cohorts at KS3.</p>
C	<p><i>Future pathways for all disadvantaged pupils show ambition and aspiration.</i></p> <p>A range of cultural capital, leadership and enrichment opportunities are pursued and enjoyed by PP cohorts. All disadvantaged pupils have a personalised and aspirational career plan/training place and NEET figures are in line with non-PPs.</p> <p>Disadvantaged pupils are proportionally represented as prefects and other roles of leadership/responsibility. There is an increase in disadvantaged pupils being regularly involved at lunchtime and extra school activities.</p>
D	<p><i>Individual pupils’ social, emotional, and behavioural barriers identified and supported.</i></p> <p>Improvement in the behaviours of an identified minority of pupils within the school with use of extended pastoral team and external agencies to work with disadvantaged pupils, ensuring support and interventions are measured for impact.</p>
E	<p><i>Attendance and punctuality of disadvantaged pupils improves. A reduction in the number of PA pupils. Weekly monitoring of attendance data by the Pastoral Leader and Pastoral Support Officer.</i></p> <p>Improved attendance and reduction in the number of PAs in line with National Average monitored weekly through Synergy and the Pastoral Team.</p>

F	<p>Digital and resource divide – limited or no access to electronic devices, resources, books and internet connectivity.</p> <p>Survey identifies pupils without technology and Wi-Fi.</p> <p>School arranges appropriate resources. Pupils can access home learning and revision materials and work independently.</p> <p>Homework Hubs for KS3 and KS4 are attended by PP where required.</p>
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Section A :

External QA of the curriculum evidences that the curriculum is ambitious and fully inclusive. Staff are adapting the curriculum consistently to ensure that the needs of all pupils are met, and this includes disadvantaged pupils. Learning walks, book looks and pupil voice also show that the revised curriculum across all subject areas is ambitious and fully inclusive, and this is supported by a consistent and focused approach to quality first teaching, underpinned by the principles of Rosenshine.

Results for GCSE 2024 show that disadvantaged pupils improved in every category on previous years, with A8 moving from 35.98 to 39.49; 7+ English and Maths moving from 0% to 5.7%; 5+ English and Maths moving from 18.2% to 30.20%; 4+ English and Maths moving from 42.4% to 54.70%. Results for 2025 are not yet verified but results in all the Maths and English indicators are higher than 2023, consolidating 2024 results.

Section B:

Pupils identified for reading intervention followed a full range of intervention strategies based on GL assessments and KS2 Reading SAS.

Impact evidence shows that the majority of pupils made progress from their starting points.

Reading intervention groups were run across KS3, with an intervention group for reading at KS4.

Pupils were enrolled on IDL. Pupils were also supported through working memory groups, social skills groups and a library reading group.

During the Summer term, the school invested in the Lexia program.

Numeracy interventions were run through the SEND Department, as well as targeted interventions from the Maths Department, which led to improvements in Numeracy.

Section C:

The school is clear in its ambition that all pupils will engage in at least one extracurricular activity on a regular basis.

In 2024/25, 82% of disadvantaged pupils engaged in at least one activity.

All disadvantaged pupils had an additional careers interview and post 16 figures show that 94% of disadvantaged pupils are studying at college or are enrolled on apprenticeships.

Section D:

The addition of Pastoral Support Officers, who are non-teaching, has meant that all pupils, and specifically disadvantaged and other vulnerable pupils, have more focused team around the pupil support, which has added additionality to the support already in place. The impact of this is now being realized, with fewer suspensions and improved attendance. Pupil voice shows that pupils feel safe and supported in school, with all pupils having a trusted adult they can speak to.

Section E:

The additional support from Pastoral Support officers has led to improved attendance and a reduction in the number of PAs in line with National Average, monitored weekly through Synergy and the Pastoral Team. PP Attendance has shown improvements from 2023-4 to 2024-25 from 86.9% to 87.01% and the PP PA figure has reduced from 46.3% to 40.0%. Both indicators are better than the national average.

Section F:

All disadvantaged pupils are supported with additional resources should they need them. In Year 10 and Year 11, disadvantaged pupils are given GCSE revision materials. They are also targeted for additional support through revision sessions and given access to private study facilities. At KS3, pupils are encouraged to use the after-school homework hubs, which are staffed by Teaching Assistants.

Pupils are encouraged to have a complimentary breakfast on a daily basis in the dining room before school.