

## 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	Sheldon School
Number of pupils in school	1,665 1,340 Years 7-11
Proportion (%) of pupil premium eligible pupils	22.1% (Y7-11)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mr P Lynch, Headteacher
Pupil premium lead	Dr A Simpson
Governor / Trustee lead	Mr C Manzi

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£278,417.50
Recovery premium funding allocation this academic year	£74,378
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	£352,796

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background, starting points or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, reducing gaps in performance between disadvantaged and non-disadvantaged learners over the next three years. Led by the research and evidence of what works, our priority is to ensure that high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We hope this will have the greatest impact on closing the attainment gap between those considered disadvantaged and those not, whilst having a positive impact on progress for both.

Our approach will be responsive to common challenges as well as focusing on individual needs such as poor attendance, engagement and behaviour. Our interventions will be firmly based on evidence such as internal report data, attendance figures and behaviour demerits.

We hope that a focus on high-quality teaching for all; targeted academic support for those who need it; and wider strategies to support individual concerns regarding attendance, engagement, behaviour and social and emotional health will improve the outcomes for all students, with the disadvantaged learners benefitting the most.

We are taking on a whole school approach to Pupil Premium students, with tutors and Heads of Year; teachers and Heads of Faculty monitoring progress, attendance and behaviour in their respective areas. Staff will ensure disadvantaged pupils are challenged in the work that they're set and act early to intervene at the point need is identified and prioritise the disadvantaged students for intervention and support. The three-year plan will be reviewed annually and adjusted if necessary.

Disadvantaged learners may, at times, include other groups of students that don't necessarily have the allocated pupil premium funding e.g. children with a social worker or those who are young carers.

## Challenges

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

Challenge number	Detail of challenge
1	The attainment of disadvantaged pupils is generally lower than that of their peers and gaps between those who are considered disadvantaged pupils and non-disadvantaged are wide.
2	Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
3	Social and emotional issues particularly affect DPs, which has an impact on their attainment. Our pastoral support team, including tutors and year heads 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/future prospects, and the lack of enrichment opportunities due to the pandemic.
4	Our observations and behaviour data, which includes alternative provision data, highlights that a number of our disadvantaged pupils struggle to regulate their behaviour which has a detrimental impact on their academic progress.
5	Lack of parental engagement with some PP students has a negative impact on academic progress and wider engagement with school.
6	National and local research suggests that KS3 disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
7	The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with some tasks.

## Intended outcomes

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

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	<p>By the end of our current plan in 2024/25, KS4 outcomes:</p> <p>The gap between disadvantaged and non-disadvantaged closes to less than 20% for 5 GCSEs or more including English and Maths at Grade 5 and above.</p> <p>The gap between disadvantaged and non-disadvantaged closes to less than 25% for 5 GCSEs or more including English and Maths at Grade 4 and above.</p> <p>Nationally, the current gap of those students gaining 4 and above in both English and maths is 27%.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The aim for all pupils to have 95% attendance, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced for each year group.</li> <li>• Demonstrated by reducing the numbers of pupils with persistent absence annually.</li> </ul>
To achieve and sustain improved behaviour for all pupils, particularly our disadvantaged pupils.	<p>Disadvantaged pupils' behaviour has shown sustained improvement by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall gap in numbers of demerits (both average count and value) between disadvantaged pupils and their non-disadvantaged peers being reduced by 2.</li> <li>• Intervening early when behaviour causes a concern to reduce the numbers of fixed term suspensions and the gap between disadvantaged and non-disadvantaged is below 4%.</li> </ul>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

Improved reading comprehension among disadvantaged pupils across KS3.	The identified students who are below age-related expectations in spelling and reading at KS3 get additional support from the SRA reading programme, SRA reading boxes and rapid reader programmes. Their age-related reading ages improves every time they are tested.
Improved maths attainment among disadvantaged pupils across KS3 and 4.	To reduce the gap between disadvantaged and non-disadvantaged students achieving a 4+ in maths.

## Activity in this academic year

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

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

Budgeted cost: £158164

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching and learning CPD focussed on strategies shown to have high impact on progress of all pupils.</p> <p><i>Introduction of TLAC, Step Lab from Sept 23 and embedding of literacy policy from Dec 23. Ongoing.</i></p>	<p>The EEF and other research clearly shows that high quality teaching and learning improves outcomes for all students, but particularly has the biggest impact on disadvantaged learners.</p> <p>Evidence suggests that gaps between disadvantaged learners and those not considered disadvantaged have widened during the pandemic and it is important to focus on quality teaching and learning, identifying gaps in learning and intervening quickly.</p> <p>Quality teaching and learning such as retrieval practice, regular feedback, modelling and scaffolding, questioning and meta-cognitive strategies are all found to have high impact on student progress. It is also important to have high challenge for all.</p>	1, 6 and 7
<p>Staff training for, and monitoring of, the updated behaviour policy using praise points and demerits</p> <p><i>Revisions to the behaviour/praise policy implemented following feedback from students, parents, and teachers. Training for all staff updated and revisited regularly in briefings to assure consistency from Sept 23. Ongoing</i></p>	<p>The EEF research suggests that approaches which support and improve teachers' behaviour management can lead to 3+ months improvement in outcomes at secondary level. Behaviour for learning in the classroom is necessary for progress to be made.</p> <p>Consistency is key for all staff and students with uniformity of language and with least invasive strategies key.</p> <p>Regular praise encourages students, whilst following the behaviour policy consistently ensures students know the expectations.</p>	4

<p>Continued focus on homework in order to consolidate learning and to train students to become independent learners by using a variety of strategies including online platforms.</p> <p><i>Fortnightly homework timetable established and training given to all teaching staff in preparing high quality self-marking multiple choice quizzes to embed knowledge retrieval from Nov 23. Ongoing.</i></p>	<p>The EEF have shown that when homework is used effectively, such as short and focused interventions it can be effective in improving students' attainment</p> <p>A variety of homework that can check knowledge e.g. quizzes and have instant feedback is useful to identify gaps and misconceptions</p> <p>Giving students homework that teaches them how to learn (meta-cognitive strategies) have been shown to have high impact on attainment according to the EEF</p>	<p>1, 6 and 7</p>
<p>Teaching staff to make positive contact with home and Year Heads monitor parent attendance to parents' evening and parent forums</p> <p><i>Continue to make proactive contact to all parents/carers of disadvantaged students and those with SEND for priority booking for parents evenings and other events to enhance engagement. Ongoing.</i></p>	<p>Parent involvement and engagement has a moderate impact on student progress according to the EEF.</p> <p>Parents of some disadvantaged students have had a negative experience with their own learning and it is important to engage with parents positively rather than negatively</p> <p>The Harvard Family Research Project and the GTC have further information about the benefits of parental engagement</p>	<p>5</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p><i>Continue to fund teacher release time to engage with the Mobius Maths Hub, resources and CPD offers. One member of maths staff is a mastery lead for Mobius Hub and is providing CPD for all maths teachers in school. Ongoing.</i></p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and teach problem solving strategies to help pupils to develop more complex mental models:</p>	<p>1</p>
<p>Improving reading and literacy through whole school strategies building on prior work with everyone reads in class and prior CPD.</p> <p><i>Literacy policy updated and explicit vocabulary</i></p>	<p>Continuing to intervene once we have identified students who are below age-related expectations in spelling and reading in Year 7. Continued use of SRA reading programme, SRA reading boxes and rapid reader programmes to monitor progress of each individual after each reading test.</p>	<p>1 and 6</p>

<p><i>instruction training given to student facing staff.</i></p> <p><i>National Group Reading Test introduced to give standardised reading age for all Year 7 students and to highlight students who have a reading age below age-related expectations.</i></p>	<p>Much recent research has been carried out on the vocabulary/reading gap between students who are considered disadvantaged compared to those who are not and they have concluded schools can support by making reading normal across all subjects. To monitor the impact of the English Faculty's focus on reading, continued use of library lessons for Key Stage Three and vocabulary lists for all year groups through pupil voice and library use.</p> <p>To monitor the impact of Book Buzz for Y7 Y8 which gives each student a reading book, through pupil voice and use of the library. Continue with the 'what staff are reading displays' and tutor work focuses on language/word of the week to make reading normal across all subject areas and to monitor the impact through pupil voice.</p> <p>To begin the Brilliant tutoring programme for current Year 10 students and assess its impact on student outcomes.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £94962

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year Heads/ Faculty Heads and SMT to regularly meet to discuss students' progress and interventions, especially after scheduled reports.</p> <p><i>Raising standards meetings held following reporting cycles in Y10 and Y11 between English, Maths and Science leads, SENDCo, YH, DHT and AHT. DYH job description adapted to include focus on monitoring and tracking academic progress</i></p>	<p>There is a clear need to regularly monitor progress, identify gaps in knowledge and intervene when students are not making expected progress.</p> <p>This will be expected in the classroom every lesson, however, it is also important for Heads of faculty at key reporting times to have an overview of progress and interventions taking place to ensure they are happening. The outcomes will be monitored for effectiveness in each report scheduled.</p>	1 and 6
<p>Subscribing to online platforms including GCSEPod and Sparx Maths to encourage independent learning.</p> <p><i>Faculty heads and subject leads to use analysis of homework assessments in these packages and the MCQ homework to highlight</i></p>	<p>EEF and other research highlights that low stakes quizzing, retrieval practice and teaching students meta-cognition skills has a high impact on progress. GCSEPod's own evidence suggests students who use it regularly can increase their grades by as much as two grades compared with students who don't use it.</p>	1, 6 and 7

<i>areas for intervention and to feed into Do Now activities.</i>		
Targeted English and maths one-to-one tutoring for LAC in school.	The EEF teaching and learning toolkit have suggested one-to-one tutoring has a moderate impact on progress. We have identified some looked after children who struggle to ask and answer questions in a larger class to get specific English and maths support.	1 and 6
Targeted Y11 English and Maths revision. <i>Subjects to supply a revision plan for students before mocks and in lead up to summer exams.</i>	The EEF have identified that some targeted additional support such as programmes that link to the curriculum and particularly booster activities to support revision or exam practice are likely to improve results.	1, 6 and 7
An additional maths and English class in KS4. <i>Limited to Y11 in this academic year.</i>	The EEF outlines that smaller class sizes will not make a difference to progress unless the teacher can work more intensively with small groups and provides more regular feedback – which has the biggest impact on progress This will, therefore, need monitoring. Discreet English groups can target students who are below age-related expectations in spelling and reading.	1, 6 and 7
Tutors prioritise disadvantaged students for additional one-to-one support and to create a student profile to highlight individual challenges to learning. <i>Following raising standards meetings, YH prioritise with tutors disadvantaged students that require additional 1:1 support and action planning.</i>	Research shows that knowing challenges to learning and removing those challenges will have an impact on attendance, engagement and progress overall Creating a student profile for all staff to use can have a positive impact on relationships and progress.	1, 2, 3, 4, 5 6 and 7
Employing a TA with special responsibility for Looked after children	Looked after children have some of the highest levels of need and it is important to have a number of staff whom they trust and can turn to for support and who can liaise with outside agencies and carers.	1, 2, 4, 5, 6 and 7



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

Budgeted cost: £ 121176

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employing a parent and family support worker to work with PP student families.</p> <p><i>Redeployment of pastoral support workers to assign one member of staff to each year group to work alongside the YH and DYH to build relationships with families</i></p>	<p>To have a support worker who can engage and support families with a variety of experiences and needs is crucial to maintain positive engagement with school. To monitor engagement of these families.</p>	5
<p>Employing a school counsellor and school mentors to help support wellbeing of all students, particularly disadvantaged students.</p>	<p>A number of reports have outlined that students' mental health has been impacted negatively as a result of the pandemic e.g. as a result of the lack of hobbies, extra-curricular activities and lack of socialising during lockdowns.</p> <p>Students need to be able to access support for their wellbeing in order to be able to focus on academic progress.</p>	3
<p>Student services team monitors attendance and prioritises students who are eligible for pupil premium.</p> <p><i>Attendance officer role enhanced and AHT meets with EWO and</i></p>	<p>Students can't make expected levels of progress if they are not attending school on a regular basis.</p> <p>It is important, therefore, to engage with parents and families in supporting them to attend school.</p>	2
<p>Behaviour support centre's assistants work with students who struggle to regulate their behaviour.</p> <p><i>Redeployment of behaviour support workers to intervene with students who are reset from lesson to ensure rapid reintegration and to support with logistics for sanctions and internal isolation (reflection room)</i></p>	<p>Students can't make expected levels of progress if they are not ready to learn and struggle to behave appropriately and engage in lessons.</p> <p>It is important, therefore, to intervene early and monitor improvements in behaviour to support the learning in the classroom.</p>	4

<p>Faculty Heads and Year Heads to monitor involvement of students eligible for pupil premium in extra-curricular activities to promote the wellbeing of our students, especially disadvantaged.</p> <p><i>Training for staff in use of e-praise to track and monitor PP and SEND engagement with extra-curricular activities.</i></p>	<p>The EEF have concluded that involvement in extra-curricular activities e.g. sports participation has a moderate impact on progress</p> <p>They may increase attendance and engagement with school overall.</p>	<p>3</p>
<p>Sixth form mentors working with students who struggle socially, academically or with organisation.</p> <p><i>Continue to utilise a member of 6<sup>th</sup> form tutor team to train and coordinate 6<sup>th</sup> form mentors and to deploy them to support younger disadvantaged students.</i></p>	<p>The EEF research has shown that peer tutoring, when done well, can have a high impact on progress.</p> <p>Cross-age tutoring has clear benefits for both the tutor and the tutee as long as it is used to supplement or enhance normal teaching.</p> <p>Peer-assisted learning can support numeracy and literacy skills.</p> <p>The evidence suggests short but intensive tutoring over 4-10 weeks is more effective than longer and more routine sessions.</p>	<p>1, 4 and 6</p>
<p>Providing laptops, dongles, data, uniform, transport, funding trips and activities.</p> <p><i>Continue to loan laptops to disadvantaged students and to support with funding for uniform, resources, trips and activities.</i></p>	<p>The EEF highlights that the effective use of technology has a moderate impact on progress.</p> <p>Students need to have access to IT equipment and the internet in order to access homework on Microsoft Teams.</p> <p>Engagement in extra-curricular activities can support improvements in attendance and engagement overall with school.</p>	<p>1, 2 and 6</p>
<p>Providing alternative provision as a last resort for students who struggle to engage appropriately with school.</p> <p><i>Utilise teaching staff to support with English and Science catch up for students who miss some of these lessons through attendance at college courses. Use of tutors to support core lessons with some students on AP.</i></p>	<p>For some students, a large mixed comprehensive school does not suit or support their needs.</p> <p>Students with extreme SEMH and SEND needs may need to attend alternative providers as a last resort to ensure they can access some education.</p> <p>For some students a more blended approach of school and alternative provision helps to keep them engaged and focused in school in order to achieve success at KS4.</p>	<p>1, 2 and 4</p>

**Total budgeted cost: £ 374302**

## 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.

Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.					
The gap between disadvantaged learners and their non disadvantaged peers has closed for all measures when compared with 2022 and for P8, A8 and EM 5+ when compared with 2019. However, this is because non-disadvantaged students performed less well in 2023. There were a significant number of contributing factors including non-attenders and students with SEMH who missed significant amounts of schooling.					
	<b>2019</b>	<b>2022</b>	<b>2023</b>	<b>Local</b>	<b>National</b>
<b>Number of students</b>					
PP	57	43	55		
Non PP	220	205	220		
%	20.6%	17.3%	20.0%	20.0%	22.7%
<b>Progress 8</b>					
School			-0.27	-0.01	-0.03
PP	-0.80	-0.82	-0.82		
Non PP	0.09	-0.06	-0.15	0.13	0.17
Gap	-0.89	-0.76	-0.67		
<b>Attainment 8</b>					
School			44.5	46.8	46.2
PP	34.90	34.33	33.22		
Non PP	52.94	53.67	47.90	49.7	50.2
Gap	-18.04	-19.34	-14.68		
<b>EM 4+</b>					
PP %	49.12	39.53	38.18		
Non PP %	80.00	81.46	72.73	72	73
Gap %	-30.88	-41.93	-34.55		
<b>EM 5+</b>					
PP %	17.54	18.60	23.64		
Non PP %	53.64	58.05	46.36	50	52
Gap %	-36.10	-39.45	-22.72		
<b>5 inc EM 4+</b>					
PP %	40.35	30.23	38.18		
Non PP %	76.36	75.12	66.82		
Gap %	-36.01	-44.89	-28.64		
<b>5 inc EM 5+</b>					
PP %	17.54	18.6	23.64		
Non PP %	53.18	57.56	45.0		
Gap %	-35.64	-38.96	-21.36		

Middle and senior leaders were assigned as a mentor to 28 disadvantaged pupils in Year 11 to support them with revision planning, organisation, general wellbeing, and exam preparation. All but one student increased their P8 score from the mocks to the summer exams. The average increase of P8 was +0.57.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

During 2022-23 there was an increased effort to closely track and monitor attendance of students and particularly those designated as disadvantaged and with SEND. Fortnightly data updates were shared with Year heads and their tutor teams so that early interventions could be put into place. More Student Attendance Meetings have been held and more Local Authority Attendance meetings have been carried out as a result. The member of the LT who has oversight for attendance tracking and interventions has regular meetings with the EWO and where appropriate multi agencies forums are utilised. Attendance is improving and persistent is decreasing as a result of these targeted interventions.

	<b>2021/22</b>	<b>2022/23</b>	<b>Year to Nov 2023/24</b>
% Attendance PP	78.9	80.1	81.4
% Attendance Non PP	90.3	91.3	92.4
% Attendance SEND (EHCP)		79.9	86.6
% Attendance Non SEND		90.6	91.4
% Persistent Absence (<90%)	33.2	31.8	28.3

In 2022-23 there was a focus on engaging parents of disadvantaged students with school through attendance at parents' evenings. Tutors called parents in 1:1 tutor slots in advance of the parents' evening portal going 'live' for booking for all, to ensure that parents of disadvantaged students were supported in making appointments to speak with classroom teachers. This significantly increased the numbers of parents of PP students making appointments.

	<b>2021/22 (PP)</b>	<b>2022/23 (PP)</b>	<b>2023/24 (PP)</b>
Year 7 % Attendance (PP%)	76 (46)	75 (29)	
Year 8	62 (74)	79 (72)	
Year 9	68 (56)	79 (94)	
Year 10	68 (54)	77 (54)	
Year 11	63 (66)	76 (81)	

To achieve and sustain improved behaviour for all pupils, particularly our disadvantaged pupils.

The tracking and monitoring of behaviour and praise data from e-praise is developing and will be more granular going forward. The pattern from 2021-22 of the percentage of PP students receiving more demerits on average but slightly more praise points on average when compared with their non PP peers has been maintained. Given the significant overlap between SEND and PP in our school, work has been started in 2022-23 on use of adaptive teaching methods in the classroom to support engagement and participation and this is continuing in 2023-24.

#### Demerits and praise points data

	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>
Average Praise points (PP)	36.8 (38.2)	34.1 (35.3)	
Demerits (PP)	25.5 (39.0)	24.8 (39.3)	

The total number of suspensions in 2022-23 is 283 which 30.3% were PP students and 69.6% were non PP. This compares with a percentage of 28% and 72% respectively in 2021-22. This shows a slight increase in the overall suspension tally. In 2023, 14% of PP students had a fixed term suspension compared with 10% of non PP students and in 2021-22 the suspensions were 12.2% and 4.14% respectively.

However, looking at the data between year groups, it is clear that the gap in the percentage of suspensions between PP and non PP students in Y9-Y11 is much diminished and this is in part down to the effect of the intervention work that pastoral teams have put in place and the cumulative effect that this is having on year groups.

Year	<b>Suspensions PP</b>	<b>Suspensions Non PP</b>	<b>Total suspensions</b>	<b># PP students (% cohort)</b>	<b># non PP students (% cohort)</b>
7	20 (37.7%)	33 (62.3%)	53	8 (12.1%)	15 (7.1%)
8	22 (29.7%)	52 (71.3%)	74	13 (20.3%)	21 (10.7%)
9	6 (13%)	40 (87%)	46	5 (9.3%)	20 (9.1%)
10	26 (34.7%)	49 (65.3%)	75	11 (19.6%)	32 (16.3%)
11	12 (34.3%)	23 (65.7%)	35	5 (8.5%)	18 (8.3%)
total	86 (30.3%)	197 (69.6%)	283	42 (14%)	106 (10%)

To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.

The data below shows the numbers of referral to the range of counselling services available in Sheldon School including Thrive, ELSA and counselling and provided over the course of 2022-23 by Sheldon staff. This equates to 18.4% of PP students and 10.6% of non PP students showing that proportionally more of our disadvantaged students are accessing pastoral support available.

Year	7	8	9	10	11	Total	Of referrals
Referrals	17	30	35	45	41	168	
PP	6	17	8	9	15	55	32.70%
SEN K	2	5	9	8	2	26	25%
SEN C	2	4	1	4	2	13	
SEN EHCP	0	0	1	0	2	3	

Improved reading comprehension among disadvantaged pupils across KS3.

As a school we aim for students to access as broad a curriculum as possible. However, students with the highest level of need are withdrawn from one MFL (German / French) for 2 weekly small group intervention lessons. Amongst these a very small number were withdrawn from both languages. The vast majority of students were therefore still able to access at least one MFL (Spanish). The withdrawal group was taught by the SENDCo who is a literacy/dyslexia specialist. The intervention focussed on reading comprehension skills, word level reading and spelling (phonics and whole-word reading), SPAG and vocabulary. Other skills were also covered, including some functional numeracy (e.g. using money, telling the time, consolidation of times-tables etc.).

Impact is measured in terms of progress between entry and exit assessments.

**Year 7** students made accelerated progress on this intervention over an 8 month period:

Average of 13 months progress with their reading over 8 months.

All students made at least 10 months progress and 45 % made over 18 months progress.

**Year 8** student outcomes measured over 9 months

Year 8 spelling and phonics group: 100% made at least 12 months spelling progress. 70% made 18+ months spelling progress.

Year 8 reading group: 40% made accelerated progress in their reading comprehension (i.e 10+)

**Year 9** student outcomes measured over 9 months

Year 9 mixed groups made on average less than 12 months reading and spelling progress. One student made accelerated progress and graduated. He was then able to be integrated back into his MFL class. Low attendance also affected progress in this group.

The whole school reading and literacy programme was in development in 2022-23 and this being further developed and expanded in 2023-24.

Improved maths attainment among disadvantaged pupils across KS3 and 4.

The introduction of Sparx Maths platform to run alongside the curriculum to support with homework has had a significant impact on the completion of home at KS3 with over 75% of Y7 students regularly completing 100% of the homework tasks set and with over 95% engaging with the platform regularly

While the gap in maths attainment between the PP and non PP cohorts at KS4 has decreased in 2023 compared with 2022, this is because the attainment of the non PP cohort has also decreased.

	2019	2022	2023
<b>Maths 4+</b>			
PP	64.15	43.9	46.15
Non PP	83.56	84.39	78.18
Gap	-19.41	-40.49	-32.03
<b>Maths 5+</b>			
PP	19.3	25.58	27.27
Non PP	59.55	63.41	53.64
Gap	-40.25	-37.83	-26.37

## Externally provided programmes

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

Programme	Provider
GCSEPod	GCSEPod
National College – staff CPD	National college
National online safety hub – Staff and parent CPD	National college
Sparx maths	Sparx – Hegarty maths
CPOMS – increased use for low level welfare incidents	CPOMS

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	



## Further information (optional)

External evidence used:

EEF teaching and learning toolkit: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

EEF Implementation guidance: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>

David Didau – Making Kids’ cleverer book

Mark Rowland – The National College - <https://thenationalcollege.co.uk/experts/marc-rowland>

Mark Rowland – Addressing Educational Disadvantage – In schools and colleges. The Essex way book

EEF literacy guidance: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4>

DfE Improving school attendance guidance:

<https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities>