

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 (3 year plans are recommended)	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 K 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
Total budget for this academic year 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"> • 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. • Demonstrated by reducing the numbers of pupils with persistent absence annually.
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"> • the overall gap in numbers of demerits (both average count and value) between disadvantaged pupils and their non-disadvantaged peers being reduced by 2. • 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%.
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"> • qualitative data from student voice, student and parent surveys and teacher observations. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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 Actual expenditure 2023-24: £159365

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

Budgeted cost: £94962 Actual expenditure 2023-24: £100893

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 areas for intervention and to feed into Do Now activities.</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

<p>Targeted English and maths one-to-one tutoring for LAC in school.</p>	<p>The EEF teaching and learning toolkit have suggested one-to-one tutoring has a moderate impact on progress.</p> <p>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.</p>	<p>1 and 6</p>
<p>Targeted Y11 English and Maths revision.</p> <p><i>Subjects to supply a revision plan for students before mocks and in lead up to summer exams.</i></p>	<p>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.</p>	<p>1, 6 and 7</p>
<p>An additional maths and English class in KS4.</p> <p><i>Limited to Y11 in this academic year.</i></p>	<p>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</p> <p>This will, therefore, need monitoring.</p> <p>Discreet English groups can target students who are below age-related expectations in spelling and reading.</p>	<p>1, 6 and 7</p>
<p>Tutors prioritise disadvantaged students for additional one-to-one support and to create a student profile to highlight individual challenges to learning.</p> <p><i>Following raising standards meetings, YH prioritise with tutors disadvantaged students that require additional 1:1 support and action planning.</i></p>	<p>Research shows that knowing challenges to learning and removing those challenges will have an impact on attendance, engagement and progress overall</p> <p>Creating a student profile for all staff to use can have a positive impact on relationships and progress.</p>	<p>1, 2, 3, 4, 5 6 and 7</p>
<p>Employing a TA with special responsibility for Looked after children</p>	<p>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.</p>	<p>1, 2, 4, 5, 6 and 7</p>

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

Budgeted cost: £ 121176 Actual expenditure 2023-24: £117171

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 fortnightly.</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>	3
<p>Sixth form mentors working with students who struggle socially, academically or with organisation.</p> <p><i>Continue to utilise a member of 6th form tutor team to train and coordinate 6th 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>	1, 4 and 6
<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>	1, 2 and 6
<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>	1, 2 and 4

Total budgeted cost: £ 374302 Actual expenditure 2023-24: £377428

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 2023 to 2024 academic year.

Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.						
Outcomes						
P8 for disadvantaged pupils has improved slightly. 17 of the 46 disadvantaged students did not have a full suite of 10 entries into P8/A8 measure as they were completing level 1 college courses in Hair and Beauty or Vehicle Maintenance or had a reduced timetable to meet significant SEMH needs. However, Progress 8 outcomes in English and maths for disadvantaged pupils have improved, increase of 0.2 in maths and 0.11 in English when compared with 2023 data.						
	2019	2022	2023	2024	Local	National
Number of students						
Cohort	277	248	275	270		
PP	57	43	55	46		
Non PP	220	205	220	224		
%	20.6%	17.3%	20.0%	17.0%	20.0%	22.7%
Progress 8						
Cohort			-0.27	-0.09		
PP	-0.80	-0.82	-0.82	-0.78		
Non PP	0.09	-0.06	-0.15	+0.01		
Gap	-0.89	-0.76	-0.67	-0.79		
Attainment 8						
Cohort	49.23		44.5	46.43	46.6	47.2
PP	34.90	34.33	33.22	31.09		36.8
Non PP	52.94	53.67	47.90	49.58		49.6
Gap	-18.04	-19.34	-14.68	-18.49		
Maths Progress 8						
Cohort	-0.06	-0.16	-0.21	+0.10		
PP	-0.71	-0.67	-0.74	-0.54		
Non PP	+0.11	-0.06	-0.08	+0.23		
Gap	-0.82	-0.73	-0.82	-0.77		
English Progress 8						
Cohort	-0.06	-0.25	-0.27	-0.13		
PP	-0.67	-0.89	-0.77	-0.66		
Non PP	+0.11	-0.12	-0.15	-0.02		
Gap	-0.78	-1.01	-0.92	-0.68		
Maths Attainment 8					National 2023	National 2024
Cohort	9.67	9.85	8.98	9.65	9.4	9.3
PP	6.74	6.70	6.62	6.52		
Non PP	10.43	10.51	9.57	10.29		

Gap	-3.69	-3.81	-2.95	-3.77		
	2019	2022	2023	2024		
English Attainment 8					National 2023	National 2024
Cohort	10.53	10.57	9.66	9.90	10.1	10.0
PP %	8.02	7.49	7.49	7.20		
Non PP %	11.18	11.22	10.20	10.46		
Gap %	-3.16	-3.73	-2.71	-3.26		
EM 4+						
Cohort %	73.65	74.19	65.82	67.04		
PP %	49.12	39.53	38.18	34.78		
Non PP %	80.00	81.46	72.73	73.66		
Gap %	-30.88	-41.93	-34.55	-38.88		
EM 5+						
Cohort %	46.21	51.21	41.82	47.78		
PP %	17.54	18.60	23.64	17.39		
Non PP %	53.64	58.05	46.36	54.02		
Gap %	-36.10	-39.45	-22.72	-36.63		
5 inc EM 4+						
Cohort %	68.95	67.64	61.09	62.59		
PP %	40.35	30.23	38.18	26.09		
Non PP %	76.36	75.12	66.82	70.09		
Gap %	-36.01	-44.89	-28.64	-44.0		
5 inc EM 5+						
Cohort %	45.85	50.81	40.73	47.41		
PP %	17.54	18.6	23.64	15.22		
Non PP %	53.18	57.56	45.0	54.02		
Gap %	-35.64	-38.96	-21.36	-38.8		

Interventions

Middle and senior leaders were assigned as mentors to small groups of students following February Mocks to support them with revision planning, organisation, general wellbeing, and exam preparation. 77 students were included in this group and 64 improved their P8 score between Mocks and summer exams. Revision support included a revision evening for students and parents, revision Olympics documents and revision sessions both after school and as boosters through the exam period.

	PP	Non PP
Average P8 at Mocks for this group	-0.96	-1.12
Average P8 in Summer 2024 for this group	-0.45	-0.48

One to one tutoring support was provided for two year 10 LAC students in 2023/24. One student received weekly maths tutoring and the other student received both maths and English tutoring.

Deputy Year Heads have a specific focus on Raising Standards for PP students using outcomes data to design a series of intervention with pastoral staff, these include: priority pastoral 1:1's,

attendance phone calls, ensuring students have the correct equipment and supplying this if necessary. Speaking to parents to support with study habits and liaison with academic staff.

Teaching and Learning Strategies

Drop In Data

1429 drop-ins have been carried out since September 2023. This means that there have been 1429 pieces of feedback to staff on how to improve their practice.

The culture of middle and senior leaders regularly dropping in on lessons and recording feedback on StepLab to improve teacher efficacy has developed over 2023-24 and is monitored by weekly data. This will continue to be a significant focus in our Pupil premium strategy for 2024-27.

Instructional Coaching

7 members of the leadership team completed the StepLab Instructional Coaching Course and carried out an instructional coaching pilot by July 2024.

All Heads of Faculty and members of the Teaching & Learning Research Group (20 members of staff in total) started the StepLab Instructional Coaching Course and instructional coaching pilot in November 2024. This too will be a significant focus in our Pupil premium strategy for 2024-27.

Other Metrics

As TLAC strategies have become more embedded, the proportion of PP students receiving fixed term exclusions (FTE) has fallen by 10 percentage points (43% to 33%) when comparing the FTEs from term 1 to term 6.

Homework

Parent Carer Survey – April 2024

97% of parent carers agree that homework is now set more regularly

78% of parent carers agree that their child is more engaged with homework

94% of parent carers agree that it is clear what has been set and deadlines for their child

Engagement

PP student completion figures (71.31%) remain below the completion figures for non-PP students (85.93%) as of November 2024. Gap of 14.62 percentage points.

However, this gap as closed by 4.08 percentage points when compared to data from March 2024. At that time, PP student completion figures (60.76%) were 18.7 percentage points lower than non-PP students (79.46%).

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

During 2023-24 there was an increased effort to closely track and monitor attendance of students and particularly those designated as disadvantaged and with SEND.

Over the course of the 2023-24 academic year, 56 attendance questionnaires were completed with students, 49 School Attendance Meetings and 34 reviews were held. 13 students were referred to the EWO.

The new Sheldon Team Around the Child Meeting system (STAC) was piloted, which allows for collaborative working for each year group between the pastoral team, safeguarding and the SEND team. Attendance forms a big part of this discussion. Staff are held accountable for their actions to improve attendance.

Attendance continues to be a standing item on the agenda for line management meetings between LT and Year Heads and Year Heads are expected to have updated the fortnightly tracking document with their pastoral team to discuss with their line manager.

A new stages system was introduced and was well received by Year Heads. The system worked well with the new Year 7, as the Head of Year intervened early with students that started to show lower attendance. Year 11 also performed well due to the high number of SAM meetings and SAM reviews held with EWO follow up where needed. For the other year groups, Year Heads struggled with capacity, due to the high number of students that were below 90%. This then diluted the number of students that were able to receive the higher-level interventions. Year Heads are also focussed on other issues such as behaviour management, academic tracking etc. so, to help solve the capacity issue, in Terms 5-6, Pastoral Leads were upskilled to run School Attendance Meetings. They have more capacity to run these meetings and can schedule them quickly where a student's attendance becomes a concern.

Attendance is beginning to improve in some measures, and persistent absence is decreasing as a result of these targeted interventions. Improving attendance remains a significant focus for our Pupil Premium strategy 2024-27.

	2021/22	2022/23	2023/24
% Attendance School	90.1	90.3	89.7
% Attendance PP	78.9	80.1	79.2
% Attendance Non PP	90.3	91.3	92.0
% Attendance SEND (EHCP)		79.9	89.7
% Attendance Non SEND		90.6	91.0
% Persistent Absence (<90%)	33.2	31.8	31.0

We moved away from the model of having one parent and family support worker and now have allocated Pastoral Leads for each year group. They regularly communicate with parents of PP students. This involves building a relationship and supporting families with issues such as attendance, behaviour and academic progress.

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 continuing to develop. Given the significant overlap between SEND and PP in our school, CPD for staff has used TLAC strategies and adaptive teaching methods in the classroom to support engagement and participation ratios has been implemented 2023-24. There has also been an emphasis on improving teaching and learning in the classroom through focussed drop-ins looking explicitly at Threshold, Do Now, Strong Starts, Least Invasive Strategies and Be Seen Looking. This has led to a significant reduction in in-class disruption.

Demerits and praise points data

	2021/22	2022/23	2023/24
Average Praise points (PP)	36.8 (38.2)	34.1 (35.3)	53.6 (52.3)
Demerits (PP)	25.5 (39.0)	24.8 (39.3)	42.8 (75.7)*

Internal Suspension Data

External Suspension 23/24 Percentage Against Number of students			
	Total	Nos	PP %
Term 1	143	65	43%
Term 2	78	54	44%
Term 3	83	64	48%
Term 4	72	61	30%
Term 5	85	57	40%
Term 6	84	57	33%

40 % of all internal suspensions were given to PP students - 218 suspensions.

All staff support the behaviour protocols through timetabled support in RESET and Reflection. Staff training ensured that teachers are ready to support all students and specifically PP students in a way that regulates behaviour and ensures that students can return to lessons. As a result, behaviour in lessons has improved. The adoption of the TLAC approach of using least invasive strategies ensures that RESETS are kept to a minimum.

External Suspension Data

The total number of external suspensions in 2023-24 was 525 (212 students) which is significantly more than 283 in 2022-23*. 196 of these suspensions were for PP students (37%). In 2023-24, 22% of all the PP cohort of students had a fixed term suspension compared with 9% of the Non-PP cohort.

*The increase in both the number of demerits and the overall suspension tally is largely due to changes in the behaviour system brought in to tackle low-level disruption in class. This has resulted in calmer, more purposeful learning environments in the classroom, improving outcomes for all students. However, there is a significant increase in the gap between PP and non PP students receiving demerits which needs addressing through a number of measures including staff CPD on adaptive teaching and using Least Invasive Strategies. This will continue to be an area of focus for the 2024-27 strategy.

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

A School Counsellor was employed by the school in 2023/24 and supported PP students with their mental health. We also have support from two ELSAs, a Thrive Practitioner and Mindfulness. PP students also received support from their Pastoral Leads with low level mental health concerns.

In 2023/24 85 students were seen by our school counsellor. Of these 25 were pupil premium students. 9% of our disadvantaged students accessed counselling services across the school compared to 6% of their non-disadvantaged peers and 29.4% of all counselling sessions were access by disadvantaged students.

In 2023-24 147 students had formal one-to-one sessions with a pastoral lead. 69 of these pupil premium students. 24% of our disadvantaged students accessed 1:1 support with pastoral leads across the school compared to 8% of their non-disadvantaged peers.

Across the academic year 23-24 – 800 students were recorded as taking part in an extra-curricular activity on epraise. 133 of these students were PP (17%)

The TA with responsibility for looked after children has supported these students in the PEP process and by meeting with them on a regular basis to check in and ensure that they are making good progress. She has also worked closely with the virtual school officer at the local authority.

Improved reading comprehension among disadvantaged pupils across KS3.

Explicit Vocabulary Instruction

Tier 2/3 vocabulary has been included in all subject curriculum maps. Key vocabulary slides have been created in all subject areas to give student friendly definitions and applications of the word. Frayer models are used alongside multiple choice questions to check for understanding. Subjects have carried out a disciplinary literacy audit and this will feed into further work on reading, writing, oracy and SPAG.

Staff survey at the end of the year shows that 83% of teachers say that introduction of literacy slide is having a positive impact on student's knowledge and understanding of key words. Reading, literacy and oracy will remain a focus in our Pupil premium strategy for 2024-27.

Reading Intervention/Withdrawal

Entry and exit assessments for 2023-24 show the following impact over a 6 month period.

Year 7 withdrawal group

100% made at least 11 months progress with their reading (apart from 2 non-attenders). All remain below ARE (age related expectations) and will continue into Year 8.

Year 8 withdrawal groups

80% made at least 12 months progress with their reading. 50% made over 18 months progress with their reading. They have reached ARE and are no longer withdrawn in year 9. 80% made progress with their spelling. 60% made 12+months progress with their spelling

Year 9 withdrawal group

All students made progress with 70% making over 12 months progress and reaching ARE. For those still significantly below ARE, personalised support continues at KS4

Improved maths attainment among disadvantaged pupils across KS3 and 4.

This was the first cohort to go through on the new SoL (predominantly based on the White Rose Maths scheme) which has a 'teaching for mastery' focus. This also complements the work we have been doing with the Mobius (and previously the GLOW) maths hubs. We know that high quality teaching in the classroom has the biggest influence on attainment & benefits disadvantaged students the most. We believe our curriculum and mastery focus has helped support these improved outcomes. P8 improved for all learners, going from -0.59 to -0.41 for our PP students.

Our homework platform, Sparx Maths, has continued to have a significant impact on the completion of homework. Over 80% of students are engaging with the platform each week with over two-thirds of students regularly completing 100% of the homework tasks set. PP students were prioritised for support, including phone calls home and access to laptops etc where required.

The additional maths set that we were able to offer in Year 11 has supported outcomes for PP students. In fact, the PP gap in five of the six sets smaller sets (at the Foundation or Crossover level) was smaller than the department average. Teachers were able to target their in-class interventions more precisely and work with individuals or small groups within the class more effectively.

	2019	2022	2023	2024
Maths 4+				
PP %	64.15	43.9	46.15	41.3
Non PP %	83.56	84.39	78.18	80.36
Gap %	-19.41	-40.49	-32.03	-39.05
Maths 5+				
PP %	19.3	25.58	27.27	30.43
Non PP %	59.55	63.41	53.64	65.63
Gap %	-40.25	-37.83	-26.37	-35.19

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
StepLab	StepLab
Provision Map - Edukey	TES
NGRT assessment	GL Assessment

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>