

SHEVINGTON HIGH SCHOOL

STRATEGY STATEMENT

2024-27



Life is what you make it !

Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Shevington High School
Number of pupils in school	875
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2024 to July 2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	J Bennett (Headteacher)
Pupil premium lead	L Johnson (Deputy Headteacher)
Governor / Trustee lead	L Dudding (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2024-2025	£172,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£172,200

Part A: Pupil Premium Strategy Plan

STATEMENT OF INTENT

Through our values and personalised approach to learning we expect students to achieve the highest academic excellence, recognise opportunities, have a positive view of challenges and dare to think in new ways -to be creative- and realise that “life is what I make it!”

Shevington High School uses Pupil Premium funding in the following ways to support those students that need additional help in order to achieve success in line with school and national expectations. We will strive to ensure that students from more disadvantaged backgrounds are provided with the support and guidance necessary to assist and encourage them to achieve more.

We want every student through personalised learning and clear goals to stretch their boundaries and learn more than they thought possible. Our Core Values -

- All students are different and we allow them to personalise the pace, depth and ways of learning.
- Students need challenging goals and to be held to clear requirements.
- Education for life requires the knowledge, skills and a chance to develop a broad range of personal skills.
- Life is what you make it. Students need to understand they have to invest in their futures.
- An ethic of excellence should underpin everything we do.

Our strategy is informed by up to date and relevant evidence based research by a number of organisations including; EEF (Education Endowment Foundation), The Sutton Trust & NFER (National Foundation for Education Research), OECD & PISA. Our quality first teach strategy is also informed by the principles of instructional coaching outlined in Tom Sherington and Oliver Caviglioli's, 'Walkkthrus.' This strategy also includes how we will support pupils to 'catch-up' as a result of Covid related school closures and periods of isolation, ensuring additional funding is directed to the identified areas of highest need. The strategies that we implement will be responsive to the current educational challenges, and individual needs, rooted in robust diagnostic assessment. We have adopted the following principles to ensure the strategy is successful.

- High quality of education through quality first teaching
- Improving behaviour and attendance through high quality pastoral and attendance support
- Meeting individual learning needs through investigating all aspects of PP pupils profiles and planning support and intervention as required
- Effective curriculum implementation through effective deployment of staff; continuous monitoring and enhancement to meet needs; effective strategy based on data and robust evidence; teachers and leaders at all levels use data to effectively to plan and respond to students needs
- One to one and small group tutoring.
- Effective coaching and smaller form tutor groups

Our ongoing investment in ICT facilities and ICT software, whilst benefiting all students, particularly benefits those who do not have appropriate access to ICT devices at home and complements our Bring Your Own Device (BYOD) policy. Spare devices throughout the school provide opportunities and access to the Google Classroom and other school websites and other aspects of our ICT portfolio used by the school to engage students and enhance their learning and progress.

CHALLENGES

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

Challenge number	Detail of challenge
1	<p>Academic Performance</p> <ul style="list-style-type: none"> ● Gaps in learning or misconceptions due to poor or interrupted attendance to school ● Low literacy levels upon entry for some PP learners ● Low numeracy levels upon entry for some PP learners ● Progress and Attainment for PP learners is below non PP learners particularly for pupils who are either MPA or HPA on entry. ● Lack of resilience to tackle academic work perceived to be difficult. ● Difficulties in responding to questions that require extended writing. ● Poor digital skills and/or ability to present written work effectively to aid future revision ● Poor engagement with homework, leading to increasing gaps between those that do complete knowledge organiser based learning homeworks and those that do not. ● Poor engagement with coaching opportunities ● Lack of knowledge of future educational opportunities or career aspirations.
2	<p>Access to wider opportunities</p> <ul style="list-style-type: none"> ● Lack of motivation, self-esteem and low education aspirations to engage in independent study outside of the classroom. ● Access to enrichment opportunities ● Financial challenges curtail some PP learners from seeking wider opportunities
3	<p>Pastoral Support</p> <ul style="list-style-type: none"> ● Low attendance levels ● Poor attitude to learning ● Wider economic impact - including lack of access to funding for travel to school, travel to enrichment and revision sessions ● Lack of parental engagement and support ● Self confidence and self regulation ● Poor engagement with coaching opportunities. ● Mental health, anxiety, emotionally based school avoidance or sleep issues

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
<p>1. Reduction in the gaps in learning or misconceptions due to poor or interrupted attendance to school.</p>	<ul style="list-style-type: none"> ● Attendance over 94% or improved attendance for PP pupils leading to reduction in gaps in learning or interruptions to learning ● Pupils are signposted to key knowledge via knowledge organisers and google classroom so that pupils can catch up on missed key work if they are absent. This can be signposted via coaching discussions and one to one or small group tutoring in core subjects. Gaps in learning are reducing as evidenced in screening outcomes.
<p>2. Increase in attainment in English and Mathematics for Pupil Premium learners.</p>	<ul style="list-style-type: none"> ● English KS4 exam data will show a diminishing gap between PP and non PP learners. ● Screening Data will show a diminishing gap between PP and non PP learners in English. ● Maths KS4 exam data will show a diminishing gap between PP and non PP learners. ● Screening Data will show a diminishing gap between PP and non PP learners in Maths.
<p>3. Improvement in reading ages for those pupils who have a reading age below 10 or significantly below their chronological age.</p>	<ul style="list-style-type: none"> ● Reduction in the number of PP learners who have a reading age below 10 ● Reduction in the gap between the actual reading age and chronological age of pupils who previously had a significant gap
<p>4. Improvement in the numeracy levels of PP learners who enter with numeracy skills below their peers.</p>	<ul style="list-style-type: none"> ● Screening data will show an improvement in Maths performance or pupils working within their target bands. ● Numeracy Ninjas data will indicate an improvement in performance over time on this fortnightly quiz. ● Tutoring feedback and Maths QLAs will indicate progress in areas of underperformance ● Progress test data will indicate an improvement in numeracy scores

<p>5. Increase in attainment and progress for Pupil Premium learners across all curriculum areas.</p>	<ul style="list-style-type: none"> ● KS4 exam data will show a diminishing gap between PP and non PP learners. ● KS4 exam data for MPA and HPA PP pupils will improve. ● Screening data will show a diminishing gap between PP and non PP learners in all subject areas
<p>6. Pupil Premium learners demonstrate increased aspirations, self-esteem and resilience. PP pupils will have knowledge of future educational opportunities or career aspirations.</p>	<ul style="list-style-type: none"> ● The gap between P8 score for PP and non PP learners will narrow ● Destinations data will indicate that PP learners do not become NEET ● All KS4 pupils attend meeting with Careers Advisor (CIEAG) ● Pupil voice activities will show positive attitudes to school and to self ● Recognition of positive attitudes: rewards and class charts points will increase for PP learners ● Attendance to coaching of PP learners will increase ● Negative class charts points data and sanctions will decrease for PP learners ● Counselling, class charts notes and support records will indicate that students with low self esteem and resilience issues have accessed appropriate support contributing to improved performance over time. ● Screening ATL to indicate resilience in attitudes to learning at least in line with non PP learners.
<p>7. Pupil premium learners will demonstrate ability to explain and apply strategies for extended writing in line with non PP students.</p>	<ul style="list-style-type: none"> ● Pupil voice will evidence positive attitudes and strategies known to tackle extended writing. ● Performance of PP students in subjects which require extended writing such as English, History and RE will be in line with the performance of non PP students, or the gap will be reducing.
<p>8. PP pupils will demonstrate effective/improving digital skills and/or ability to present written work effectively to aid future revision</p>	<ul style="list-style-type: none"> ● All PP pupils have regular access to a chromebook or similar device. ● PP pupils will be have the skills to use their device effectively ● Presentation of PP work will be improved and in line with non- PP pupils.
<p>9. PP pupils will engage with homework, leading to decreasing gaps between those that do complete knowledge organiser based learning homeworks and those that do not.</p>	<ul style="list-style-type: none"> ● ATL data for 'preparation' indicates that pupils are using knowledge organisers to prepare for their learning. ● Screening data will show a diminishing gap between PP and non PP learners in all subject areas
<p>10. PP pupils will engage with coaching opportunities</p>	<ul style="list-style-type: none"> ● % of PP pupils will be in line with non PP pupils/gap between PP and Non PP coaching attendance will be diminishing.
<p>11. Pupil Premium learners exclusion rates will be in line with non Pupil Premium students and / or the gap will be diminishing</p>	<ul style="list-style-type: none"> ● Behaviour Data will show that PP student exclusion rates are in line with non PP students or the gap is reducing.

<p>12. Attendance of Pupil Premium learners will be in line with non Pupil Premium learners or the gap will be diminishing</p>	<ul style="list-style-type: none"> ● Attendance data will show that PP learners attendance is in line with non PP learners or the gap will be narrowing.
<p>13. Pupil Premium students will have access to a broad range of additional curriculum and enrichment activities</p>	<ul style="list-style-type: none"> ● The number of PP pupils attending extracurricular activities will increase. Examples include but are not limited to the following; Drama club, Sporting activities, Duke of Edinburgh, Swedish KED Exchange
<p>14. Pupil Premium pupils will demonstrate positive attitudes to learning</p>	<ul style="list-style-type: none"> ● Screening ATL data will show that PP learners' attitudes to learning is in line with non PP learners or the gap will be narrowing.
<p>15. Pupil Premium with additional challenges such as mental health issues, anxiety, emotionally based school avoidance or sleep issues will access additional support or have strategies to tackle these.</p>	<ul style="list-style-type: none"> ● CPOMS, Counselling and Classcharts notes will indicate that support is in place or strategies have been provided to reduce the impact of additional challenges. ● Pupil voice will indicate that students/parents feel supported with these issues and the impact that they are having on performance is reducing.
<p>16. There will be an increase in the engagement of Pupil Premium learners families and the school</p>	<ul style="list-style-type: none"> ● Data will show an increased number of PP student parents / carers attending parents evening (virtual or face to face) ● Data will show an increased number of PP student parents / carers attending parent/carer support meetings. ● Data to show and increase number of PP student parent / carers attending Review Day meetings

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: £71,900.66

Activity	Evidence that supports this approach	Challenge addressed
<p>Continuous Professional Development CPD will have a focus on quality first teaching including the redevelopment and consistent use of the Shevington Teaching Framework guided by the principles in Walkthroughs.</p> <ul style="list-style-type: none"> Investment in time and CPD to review, redesign and develop the Shevington teaching Framework embedding the CPD related to 'Walkthroughs' that is being used as a core text for the development of teaching and learning in this academic year. <p>Prepare phase - Recall and retrieval quiz to start every lesson. Propose phase - Present the big picture, learning intention and set goals to set out the 'WHY' of the lesson. Instructional phase - Explicitly teach and model the concept, skills and knowledge. Shared Practice Phase -Develop student understanding of the knowledge/skill through shared activities or tasks. Independent Practice Phase -Ensure independent and uninterrupted practice through a sustained task. Plenary Phase -Review and consolidate learning with links to future learning.</p> <ul style="list-style-type: none"> This is being further developed in 2024 with the introduction of fortnightly CPD periods timetabled for staff, developmental triads to support CPD and Staff agency in developing their teaching practice. QFT strategies to be used to support PP SEND students alongside other 	<p>The greatest way to improve outcomes for young people is within the classroom. The international study based on PISA research (Barber & Mourshed, 2007) concluded that:</p> <ul style="list-style-type: none"> the quality of an education system cannot exceed the quality of its teachers the only way to improve outcomes is to improve instruction this means taking professional development into the classroom and making it routine. <p>EEF Toolkit research-based evidence suggests:</p> <ul style="list-style-type: none"> Feedback +6 months Peer tutoring +5 months Reading comprehension strategies +6 months Mastery learning + 5 months Social and emotional learning +4 months <p>Tom Sherrigton and Oliver Caviglioli's 'Walkthrus' outlines a range of Instructional Coaching Strategies that support Quality First Teaching. In 2023-4 as a school we are particularly implementing strategies outlined in the Explaining and Modelling and Questioning and Feedback sections of this study. This includes</p>	<p>1, 2 & 3</p>

individualised support plans for this group of learners. These strategies are being shared and highlighted at multiple staff training and CPD opportunities. PP passports are being written for all PP pupils and being shared with staff on class charts. These are being constructed in consultation with pupils via coaching conversations.

- There is a TLR for PP strategies in order to add further capacity to the implementation of the PP Strategy.

Teaching, Learning and Leadership Activities

- To develop and broaden the curriculum and pedagogical approach to increase independence and student ownership (SAIL.) This includes the reintroduction of work experience placements in Y10.
- Development of Whole school literacy; fortnightly form time real aloud literacy session dedicated reading time allocated during English lessons, accelerated reading programme and the use of the MYON E-library.
- Data analysis; HOF/HOD carry out analysis on PP learners following screening throughout the year, use of SISRA to identify areas of strength and areas for development.
- Broad PSHCE Curriculum including Wellbeing delivery via google classroom and access to appropriate mental health and well being support via mental health ambassadors and counselling services.
- Increase in the number of classes in Core subjects to 8 per year group which reduces class sizes and allows for greater support for those particularly in lower teaching groups.

Development of a wider range of Y10 and Y11 courses to include more vocational learning

- Increase in the number of options choices in Y10 to include a wider range of courses, number of places in high popularity subjects and vocational courses including:
 - Sports Studies
 - Hospitality and Catering
 - Increased places in Art, photography, RE
- One to one meetings with parents and pupils to signpost options choices.

strategies such as Live modelling, Scaffolding, Cold calling, Show me boards, Checking for understanding, say it better, I do, we do you do.

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

Budgeted cost: £32,683.46

Activity	Evidence that supports this approach	Challenge addressed
<p>Targeted academic intervention and support</p> <ul style="list-style-type: none"> ● Use of screening data to identify pupils in KS3 & KS4 at risk of <ul style="list-style-type: none"> ○ underachieving. ○ Use of NGRT and STAR reader reading age data to identify pupils with reading ages below 10 or below their chronological age. ● Student Coaching - Coaching Time ● Extended school day P6/booster classes, Pupil Premium students are targeted for after school intervention, support and transport support as required. ● Workshop- Subject Intervention Sessions in Y10 and Y11. Year 10 form tutor groups are based on options choices to allow targeted intervention for many coursework based subjects. Y11 tutor groups provide specialist tutoring and support from English, Maths, Science and History staff. ● Pupil passports for all PP students which are available on class charts, created jointly with students via coaching conversations. <p>One to One and Small Group Maths and English Tuition</p> <ul style="list-style-type: none"> ● One to One, small group tutoring, or in class support in English and Maths to be delivered to PP pupils via their English and Maths lessons, base group, After school sessions, PSHE or PE time on a targeted basis. <p>Transition and support</p> <ul style="list-style-type: none"> ● Pupil Premium learners will be identified in Y6 where extended transition is needed and encouraged to attend summer school which will support with a positive start to high school ● Additional transition sessions arranged as appropriate to support those with specific worries or needs related to moving to a new setting. <p>Mental Health and Well-Being</p>	<p>Based on research, one to one tuition has a high impact for moderate cost. Short regular sessions result in optimum impact. EEF Toolkit research-based evidence suggests:</p> <ul style="list-style-type: none"> ● Summer school +3 months ● Mentoring +2 months ● Extending school time +3 months ● Homework +5 months ● Parental engagement +4 months ● Small group tuition +4 months ● Physical activity +1 month ● One to One tuition + 5 months ● Mastery learning +5 months ● Reading Comprehension Strategies +6 months ● Reducing Class Sizes +2 months ● Teaching Assistant Interventions +4 months ● Meta-cognition and Self regulation +7 Months ● Feedback +6 Months <p>EEF research identifies that effective classroom intervention is beneficial to address gaps in knowledge and skills.</p>	<p>1, 2 and 3</p>

<ul style="list-style-type: none"> ● Pupil Premium learners in need of mental health support and counselling will have access to one of the support services available in school. The school has secured support from an external counsellor, has its own in school counselling from a trained member of staff and also makes referrals to Wigan Family Welfare and CAMHS via Heads of Year. 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £73, 245.88

Activity	Evidence that supports this approach	Challenge addressed
<ul style="list-style-type: none"> ● Implementation of a revised behaviour and rewards policy across school. <ul style="list-style-type: none"> ○ Development of the use of class charts as a method to reward students more readily and with better parental communication about rewards as well as making parents and pupils aware of any necessary sanctions. ○ Review of reward available to encourage positive pupil choices and engagement. ● Increase capacity in the Pastoral Team within the school. <ul style="list-style-type: none"> ○ Dedicated non teaching Head of Year for each year group ○ School Inclusion officer. Development of the Inclusion Manager role to complete behavioural outreach work and reduce the number of suspensions and permanent exclusions. ○ Development of pastoral support assistant role which will include targeted focus on PP pupils. ● Appointment of an attendance mentor specific focus on home visits and attendance support seeking to get to the root of attendance issues and provide practical support and barrier removal. ● Early interventions for attendance issues, support from LA attendance team, following attendance protocols including fines as necessary to support attendance. Detailed attendance 	<p>EEF Toolkit</p> <ul style="list-style-type: none"> ● Behaviour Interventions +4 months ● Parental Engagement +4 months <p>Behaviour interventions have a moderate impact for low cost. We will continue to develop a positive school ethos. Our evidence shows that Increased contact with HOY helps ensure students are ready to learn and barriers to learning (internal and external) are removed quickly and effectively.</p> <p>EEF evidence indicates that bespoke pastoral support packages that include attendance support have a positive impact on pupil attainment and family engagement and support. Parental Engagement also has a positive impact based on EEF evidence so strategies to increase parental engagement will also support progress for PP pupils.</p> <p>Evidence from Kunskapsskolan Schools Sweden and the OECD Learning Compass 2030, shows that regular weekly coaching</p>	<p>1, 2 and 3</p>

<p>monitoring; rewards and intervention used to celebrate successes and address areas for development.</p> <ul style="list-style-type: none"> • All students are coached and have reflective journals (log books) to set weekly learning goals and reflect on progress. • Pupil Premium learners will be prioritised for additional experiences and opportunities throughout their 5 years at Shevington High School • Engaging parents and carers in their child's education and learning through Google Guardian, text, email, social media, class charts notifications and in person events. • Continuation of the in-school counselling provision each week to provide urgent or planned counselling to students in need of mental health and well being support. 	<p>of students that focuses on learning goals reflecting on progress made and planning independent study time, increases student agency, ownership and personalisation of learning. This then leads to increased aspirations towards education and supports the development of drive and determination 21st Century Skills EEF Toolkit research-based evidence suggests:</p>	
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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.

School Overview					
School	Shevington High School				
Academic Year Review	2023-24	Total PP budget Recovery Premium	£156,285 £43,608	Date of PP review	Nov 24
Total Number of pupils	883	Number of pupils eligible for PP	194	% of pupils eligible for PP	22%

Current Attainment (SIsra 2023-4 - unvalidated Dfe data has not yet been released and has been delayed)		
	Pupils Eligible for PP	Pupils not eligible for PP
Number of pupils in Y11	30	145

Pupils with 5+ Strong Passes Including English and Maths at 5+	20.0%	40.7%
Pupils with 5+ Standard Passes Including English and Maths at 4+	43.3%	62.1%
% achieving English / Maths Threshold strong pass	26.7%	45.5%
% achieving English / Maths Threshold standard pass	46.7%	70.3%
Progress 8 score	-0.68	-0.07
Attainment 8 score	36.96	48.31
% Ebacc Entry	0%	11.7%

Desired outcome for the activity	Progress made towards this in 2023/4
<p>1. Reduction in the gaps in learning or misconceptions due to poor or interrupted attendance to school.</p>	<ul style="list-style-type: none"> ● PP attendance increased in 2023/4 academic year from last year to 90.5%. PP Girls attendance was 90.5% and PP Boys 90.2%. ● There was an increase in the number of PP pupils in Y11 with attendance above 90% compared to only 1 pupil last year. 21 Y11 PP pupils/30 or 70% had attendance over 90%. 12 Y11 pupils exceeded the target of 94% this year. ● Knowledge organisers in place on the school website and shared via google classroom for all subjects so that key knowledge is easily accessible for all. Tutoring was used extensively with Y11 PP pupils to address gaps in learning and to address misconceptions during this academic year. P8 for PP pupils in Y11 improved to -0.68 which is broadly in line with national progress for PP pupils.
<p>2. Increase in attainment in English and Mathematics for Pupil Premium learners.</p>	<ul style="list-style-type: none"> ● A8 for English for PP learners in 2023-4 was 8.4. This represents a 3 year increasing trend. (2022-3 was 7.77 and 8.35 in 2021-2) The gap between PP and non PP pupils in Eng A8 in 2024 is closing; non PP A8 was 10.26 compared to PP A8 of 8.4 in 2023 representing the gap closing by 1 to -1.86.

	<ul style="list-style-type: none"> ● A8 for Maths for PP learners in 2023-4 was 7.13. This represents a 3 year increasing trend. (2022-3 was 6.54 and it was 6.35 in 2021-2) The gap between PP and non PP pupils in Maths A8 in 2024 is closing; non PP A8 was 9.38 compared to PP A8 of 7.13 in 2023 representing the gap closing by 1.4 to -2.25 ● In 2023-4, 53.3 % of PP learners achieved a 4+ in English. This was an increase on the previous year. (In 2022-3 50% of PP learners achieved a 4+ and 2021-2 59% of PP learners achieved a 4+ in English) ● In 2023-4, 46.7 % of PP learners achieved a 5+ in English. This was a significant increase on the previous year. (In 2022-3 35% of PP learners achieved a 5+ in English and in 2021-2 41% of PP learners achieved a 5+ in English) ● In 2023-4, 53.3 % of PP learners achieved a 4+ in Maths. This represents a slight increase. (In 2022-3 50% of PP learners achieved a 4+ in Maths and in 2021-2 50% of PP learners achieved a 4+ in Maths) ● In 2023-4, 33.3 % of PP learners achieved a 5+ in Maths. This represents a 3 year improving trend. (In 2022-3 31% of PP learners achieved a 5+ in Maths and in 2021-2 25% of PP learners achieved a 5+ in Maths) <p>Note: Government advice is not to compare 2021/2 and 2022/3 data directly.</p>
<p>3. Improvement in reading ages for those pupils who have a reading age below 10 or significantly below their chronological age.</p>	<ul style="list-style-type: none"> ● Of the 39 PP pupils in Y7, 34 progressed in their reading age during Y7. ● 10 /39 PP pupils began the year with a reading age below 10 years. (between 5 years 9 months and 9 years 10 months) By the end of the year, 8 of the 10 had improved their reading age and 4 pupils had improved to a reading age above 10 with 3 of them well within the range for the chronological age group. ● 18 pupils had closed the gap between their actual reading age and their chronological reading age. For some of the pupils who had not narrowed the gap in reading age and chronological age, this was as their reading age was already well above their chronological age; they had continued to progress to an even higher reading age but the pace of acceleration had slowed slightly. (e.g RA at start of the year 14 years 7 months and at the end of year of 16 years 1 month.)

<p>4. Improvement in the numeracy levels of PP learners who enter with numeracy skills below their peers.</p> <p>a. Numeracy Ninjas data will indicate an improvement in performance over time on this fortnightly quiz.</p> <p>b. Progress test data will indicate an improvement in numeracy scores</p>	<ul style="list-style-type: none"> ● The feedback from pupils via student voice for the Maths tutoring available during the academic year was largely positive with pupils being able to tackle key misconceptions and areas of weakness identified in tests QLAs. Maths tutoring was very well attended and pupils demonstrated progress which can be partly attributed to the tutoring. Many of the pupils receiving tutoring in Y11 had entered with starting points below their peers or were failing to keep pace with the targets set for them via SATs tests, possibly as a result of Covid disruption.
<p>5. Increase in attainment and progress for Pupil Premium learners across all curriculum areas.</p>	<ul style="list-style-type: none"> ● Overall P8 for PP learners increased in 2024 -0.66 from -0.96 in 2023 representing a +0.33 improvement. ● P8 in English improved to -0.51 for PP learners from -0.91 in 2023. ● P8 in maths improved -0.69 from -1.07 in 2023. ● P8 in the open bucket improved to -0.6 compared to -1.05 in 2023. ● 36% of PP pupils achieved a positive Progress score over all their subjects compared to only 15% in 2023. ● The gap between PP and non PP pupils in attainment at all levels has closed in 2024. The gap between learners achieving; 9-7 inc E/M has closed from -10.9 to -8.7; 9-5 inc E/M has closed from -25.4 to -22.2; 9-4 inc E/M has closed from -34.8 to -22.3. ● The gap in A8 score between PP and Non PP in 2024 close to -11.32 from -16.03 in 2023.
<p>6. Pupil Premium learners demonstrate increased aspirations, self-esteem and resilience. PP pupils will have knowledge of future educational opportunities or career aspirations.</p>	<ul style="list-style-type: none"> ● Based on the last DFE data, 94% of students remain in Education for at least 2 terms which indicates that a significant portion of PP students do not become NEET. For 2024 leavers, one of the PP pupils is at risk of becoming NEET and is being supported by our CEIAG in order to resolve this issue. ● All KS4 pupils are scheduled for a meeting with CEIAG and have access to the career fair. They also have access to careers advice via Zello and Uniforg. ● Coaching attendance remained at 80% on average over the year. Targeted PP pupils in Y11 received one to one coaching to support their attitudes and to encourage them to attend coaching. Form tutors were asked to provide opportunities for coaching for Y10 and y11 pupils within workshop time if they did not attend coaching before school. ● The use of class charts points has continued to promote positive attitudes to learning and

	<p>rewards overall. The proportion of positive rewards on class charts far outweighs negative sanctions for all pupils including PP learners.</p> <ul style="list-style-type: none"> ● Of the 177 PP pupils on roll at the start of 2023/4, 85% had good or outstanding attitudes to learning across the 4 ATL indicators in Screening 1. In Spring and Summer screening where the number of PP pupils had increased to 182, the number of learners graded 'inconsistent' in their attitudes to learning had reduced to 7% in Spring and 5% in Summer Term.
<p>8. Pupil premium learners will demonstrate ability to explain and apply strategies for extended writing in line with non PP students.</p>	<ul style="list-style-type: none"> ● The gap between the performance of PP learners in subjects with extended writing as a key feature has closed. P8 in English improved to -0.51 for PP learners from -0.91 in 2023. ● A8 for English for PP learners in 2023-4 was 8.4. This represents a 3 year increasing trend. (2022-3 was 7.77 and 8.35 in 2021-2) The gap between PP and non PP pupils in Eng A8 in 2024 is closing; non PP A8 was 10.26 compared to PP A8 of 8.4 in 2023 representing the gap closing by 1 to -1.86. ● The performance of all pupils in History and RE declined overall in 2024. The P8 for pupils studying RE has improved in 2024 although it remains negative. P8 for both PP and Non PP pupils in history declined in 2024. This is a ratchet area for improvement for all pupils taking these subjects as both received positive outcomes in terms of P8 in 2023.
<p>9. PP pupils will demonstrate effective/improving digital skills and/or ability to present written work effectively to aid future revision</p>	<ul style="list-style-type: none"> ● All PP pupils have regular access to a chromebook or similar device. Induction sessions were put in place to ensure that PP pupils will have the skills to use their device effectively. PP pupils in Y11 who did not have their own device at home were loaned one for out of school use for revision. ● Work scrutiny during the PP review did not find a discernible difference in the presentation of PP work will be improved and in line with non- PP pupils.
<p>10. PP pupils will engage with homework, leading to decreasing gaps between those that do complete knowledge organiser based learning homeworks and those that do not.</p>	<ul style="list-style-type: none"> ● Of the 177 PP pupils on roll at the start of 2023/4, 85% had good or outstanding attitudes to learning across the 4 ATL indicators in Screening 1. In Spring and Summer screening where the number of PP pupils had increased to 182, the number of learners graded 'inconsistent' in their attitudes to learning had reduced to 7% in Spring and 5% in Summer Term. No PP pupils were graded as having 'unacceptable attitudes to learning'. The ATL figures include a category for preparation which covers completing homework.

<p>11. PP pupils will engage with coaching opportunities</p>	<ul style="list-style-type: none"> ● Voluntary coaching attendance remained around 80 on average last year with higher levels of attendance in Y7-9. For Y10 and Y11, protocols were introduced to coach students who had not attended pre-school to receive coaching during workshop time as an alternative to ensure that all pupils had access to coaching. For some students who were resistant to coaching, coaching was arranged via the one to one English tutor and via members of SLT.
<p>12. Pupil Premium learners suspensions will be in line with non Pupil Premium students and / or the gap will be diminishing</p>	<ul style="list-style-type: none"> ● The total number of PP suspensions increased in 2023/4 to 118 compared to 66 in 2022/3. However, this could be explained by a change in behaviour policy whereby suspensions were used more as a deterrent for behaviour issues than in the previous year. Non PP suspensions also increased in 2023/4. In 2024 slightly more PP suspensions were issued than non PP compared to 2022/3 where slightly more non PP suspensions were issued. ● In terms of individual students slightly more non PP students received suspensions in 23/24 - this was 54 students (41 in 22/3) and 43 PP students compared to 31 the previous year. The ga
<p>13. Attendance of Pupil Premium learners will be in line with non Pupil Premium learners or the gap will be diminishing</p>	<ul style="list-style-type: none"> ● PP attendance increased in 2023/4 academic year from last year to 90.5%. PP Girls attendance was 90.5% and PP Boys 90.2%. ● There was an increase in the number of PP pupils in Y11 with attendance above 90% compared to only 1 pupil last year. 21 Y11 PP pupils/30 or 70% had attendance over 90%. 12 Y11 pupils exceeded the target of 94% this year.
<p>14. Pupil Premium students will have access to a broad range of additional curriculum and enrichment activities</p> <ul style="list-style-type: none"> ● The number of PP pupils attending extracurricular activities will increase. Examples include but are not limited to the following; Drama club, Sporting activities, Duke of Edinburgh. 	<ul style="list-style-type: none"> ● Within the PP budgeting, PP pupils receive the opportunity to attend subsidised or cost free access to trips and extra curricular activities. 18 PP pupils benefitted from this trip provision in 2023/4. Any PP pupils wishing to have music lessons in school also have these funded and they are encouraged to take up these opportunities. 12 Pp pupils benefitted from this in 2023/4 PP pupils accessed sports clubs and teams, Duke of Edinburgh's Award and the school show amongst other activities and trips on offer in the last academic year. ● 12/47 roles in the school production were taken by PP students. ● At least 12 PP boys were regular participants in extra curricular sport including representing the school in teams (football, rugby, fitness, dodgeball)
<p>15. Pupil Premium pupils will demonstrate positive attitudes to learning</p>	<ul style="list-style-type: none"> ● Of the 177 PP pupils on roll at the start of 2023/4, 85% had good or outstanding attitudes to learning across the 4 ATL indicators in Screening 1. In Spring and Summer screening where the number of PP pupils had increased to 182, the number of learners graded 'inconsistent' in their attitudes to learning had reduced to 7% in Spring and 5% in Summer

	Term. No PP pupils were graded as having 'unacceptable attitudes to learning.
17. Pupil Premium with additional challenges such as mental health issues, anxiety, emotionally based school avoidance or sleep issues will access additional support or have strategies to tackle these.	<ul style="list-style-type: none"> All pupils with mental health issues, anxiety, emotionally based school avoidance or sleep issues have access to the full range of services available to them as well as pastoral support in school. The school employs a therapist 1 day per week to support pupils who would benefit. The SEND and attendance team also work together to support those with emotionally based school avoidance and use the Engagement centre as appropriate to try to re-engage pupils. Whilst this support is provided to all pupils, a number of PP pupils will have benefited from this during the last academic year.

18. There will be an increase in the engagement of Pupil Premium learners families and the school	<ul style="list-style-type: none"> Attendance at parents nights is monitored and feedback is taken after each parents evening, both virtual and face to face. Follow up letters designed for those parents who do not engage. Parents nights are typically well attended. HOY is available at face to face parents nights to engage with parents and monitor which pupil and parents have not attended so that in school follow up can be put in place as required.
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Monitoring and Implementation

Area	Mitigating Action
Teaching - Ensuring that time is given for staff professional development	<p>Use of INSET days and additional information and CPD opportunities to deliver key information on whole school priorities. Additional fortnightly CPD period for all teachers delivering a full timetable for personalised and subject specific development needs. Use of developmental triads developed to support staff agency in relation to CPD.</p> <p>The introduction of class charts has made it much easier for staff to monitor the seating position of PP pupils in their classes and improved the ease with which rewards can be given. PP pupils are easily identified on the seating plans via a key. Use of Class notes and pupil premium google tracker was developed for Y11 to further support teachers to enhance the learning experiences of PP pupils.</p> <p>A TLR was created in the Summer Term to support the progress of PP pupils. The member of staff holding this post raised the profile of the PP students in Y11 and supported staff to share good practice and investigate additional strategies to support these pupils.</p>

<p>Targeted support - Ensuring Heads of Year have enough time to make checks and address any barriers that may arise.</p>	<p>Non teaching Heads of Year and the addition of an assistant SENDCO ensures that staff are available; able to support pastoral and SEND needs of all pupils including PP and provide support as required.</p> <p>One to One Tutor provided support for PP pupils. This included pupils in Y7 who entered with a RA below 10, a group of pupils who were identified to need support with digital literacy so that they could successfully use their devices and google classroom (DofE volunteer Y9 and Y10 pupils peer supported with this initiative) It also included support for PP pupils who were struggling to complete their missions in Y7-9 so that they could present in line with their non-PP peers with confidence. Y10 and Y11 pupils also received English and Literacy support. Some one to one coaching was provided for PP pupils who had failed to engage with this, particularly in Y11 to support their exam preparation and well being.</p> <p>During the examination period, PP finding was used to ensure that PP pupils had the correct resources for practical exams; this included providing resources for practical exams such as Art and ingredients for the practical aspects of the Food exams.</p> <p>For 2024/5 the appointment of a Safeguarding Officer with the time and expertise to offer and signpost other targeted support and interventions has further mitigated issues. This runs alongside the therapist and school dog that we also use to support pupil well being.</p>
<p>Wider strategies - Engaging with families facing the most challenges</p>	<p>Working closely with outside agencies including social care, CAMHS and LA attendance. Regular communication with agencies and families is a key factor in removing challenges.</p> <p>Uniform and Transport support was provided via PP funding for a small number of PP pupils who were experiencing severe hardship. The creation of the Pre-loved uniform hub has also enabled large numbers of pupils to access uniforms at no cost. This service provides high quality recycled uniforms which parents can access easily and without stigma through the school website or office.</p> <p>The appointment of an attendance officer has massively impacted on the level of support and challenge for those PP pupils with attendance issues. Attendance is the biggest barrier to educational success and progress in school and the work of the attendance officer has already proved to be invaluable.</p>