

# Pupil premium strategy statement

## (updated for 2024/25)

This statement details our school's use of pupil premium funding to help improve the attainment of students in receipt of PP funding.

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	Simon Balle All-through School
Number of students in school	1565
Proportion (%) of students in receipt of PP funding	10.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-26
Date this statement was published	2024 - 25
Date on which it will be reviewed	November 2025
Statement authorised by	Rachel Kirk and Mike Moss
Pupil premium lead	Lucy Owen
Governor / Trustee lead	Adam Cooper

## Funding overview

Detail	Amount
Pupil premium funding allocation 2024/25 financial year	£149,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8400
<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	£157,800

# Part A: Pupil premium strategy plan

## Statement of intent

### *Inclusion Vision*

***“All students regardless of their starting points, or past experiences can access a broad and ambitious curriculum, pastoral support, career information and enrichment that increases social and academic opportunities, as well as significantly increasing the likelihood of improved education outcomes , career opportunities and life chances”.***

Our commitment is to continuously enhance pupil premium strategy and subsequent outcomes by implementing evidence-based approaches that ensure excellent student achievement. Our goal is to see year-on-year progress, where our students have achieved and attained highly in comparison to non-PP national data. In order to achieve this, we recognise that every student in receipt of PP funding is unique, requiring individualised support and tailored focus, so our approach both at an individual and organisational level may be amended year-on-year to best suit the needs of our students.

This is reflected in our adaptable pupil premium plan which can be modified to address specific challenges and support students' evolving needs throughout the academic year. Our decision-making process for strategies and funding allocation is based on a comprehensive understanding of our school context and informed by external research, such as insights from the Educational Endowment Foundation.

We are committed to evaluating the impact of our interventions through a range of measures, ensuring an ongoing assessment throughout each academic year. This evaluation process allows us to make data-driven adjustments, ensuring the effectiveness of our spend and maximising the positive outcomes for our pupil premium students.

Our vision and purpose revolve around transforming lives and providing a first-class education to our young people. We firmly believe that education has the power to change lives and shape a flourishing community. Guided by our values and beliefs, we embrace the privilege of working with children and their families from infancy to young adulthood, fostering a sense of belonging, nurturing high aspirations, and promoting the understanding that mindset and intelligence are not fixed.

We passionately believe education is the key driver in ensuring that every individual can reach their full potential and contribute to a better future for themselves and society as a whole. By instilling the highest aspirations for all our students, we are investing in tomorrow's citizens today, enabling them to flourish, succeed, and live harmoniously as part of a community.

**At Simon Balle All-through School, we operate a tiered approach to our Pupil Premium spending:**

**1. Quality first teaching and access to the curriculum:**

We will implement a comprehensive set of evidence-based measures aimed at enhancing high-quality first teaching and addressing the achievement gap. This will take place through the development of high-quality teaching practices and assessment methods that are adapted according to the needs and abilities of each student.

We will establish robust mentoring and coaching programs to provide continuous support and guidance to educators. Through these initiatives, experienced teachers and external providers will collaborate with colleagues, sharing best practices, providing feedback, and fostering a culture of professional growth. This collaborative approach will contribute to the continuous improvement of teaching quality across our all-through school.

To complement this, we will use evidence-informed software and technology solutions that have proven efficacy in narrowing the achievement gap and to support personalised learning experiences.

## **2: Targeted academic support**

We will provide focused academic support that addresses the specific challenges faced by our students in receipt of PP funding. Through tailored interventions, we will target areas such as language development, literacy, and numeracy, equipping students with the foundational skills needed for success across the curriculum. Within this there will be a specific focus on reading, as we know how critical this is not only to academic performance and wellbeing but also for students to grow into adults that engage fully in society.

Our teaching assistants will play a crucial role in supporting students in receipt of PP funding. Through careful deployment and training, they will provide targeted interventions, working closely with teachers to deliver personalised support that addresses individual learning barriers. This will include recognition that students in receipt of PP funding may have special educational needs and in such cases we will allocate resources and activities that are tailored to support their learning and enable them to make progress alongside their peers.

Recognising the value of peer collaboration, we will facilitate peer tutoring programs where 6th Form students support their peers. This approach not only fosters a sense of community and builds confidence but also enhances academic achievement through shared learning experiences.

## **3: Wider strategies**

Our vision and ethos as a school ensures we also focus on wider aspects of students' school life and holistic considerations.

We will provide targeted interventions and resources to support the social, emotional, and behavioural development of our students in receipt of PP funding.

We believe in the power of extracurricular activities to enhance educational experience for students in receipt of PP funding and broaden their horizons. We will offer a wide range of extracurricular activities, including music, sports, outdoor activities, arts, culture, and educational trips, ensuring that every student in receipt of PP funding has access to enriching experiences outside the classroom.

We will provide extended school time opportunities, including summer schools and after-school programs, to offer additional academic support, enrichment activities, and targeted interventions. This

extended learning time will help students in receipt of PP funding consolidate their learning, fill any knowledge gaps, and further develop their skills.

We will actively engage and communicate with families currently experiencing economic disadvantage. We will provide regular updates, organise parent workshops, and establish strong home-school partnerships to support parents in understanding their child's progress, accessing resources, and engaging in their education. As we recognise the importance of regular attendance for students eligible for the PP grant, we will also work closely with families, implementing strategies to support and improve attendance rates.

<b>Disadvantaged students</b>	<b>Pupil Premium per pupil</b>
Students in Year Groups Reception to 6 recorded as FSM Ever 6	£1,480
Students in Year Groups 7 to 11 recorded as FSM Ever 6	£1,050
Looked-after Children (LAC)	£2,570
Children adopted from care under the Adoption and Children Act 2002 1 and children who have left care under a Special Guardianship or Residence Order	£2,570
<b>Service children</b>	
Any pupil in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD	£340

# Challenges

This details the key challenges to achievement that we have identified among our students in receipt of PP funding.

Challenge number	Detail of challenge
<b>1</b>	The attainment gap: data shows the progress of students in receipt of PP funding is not strong enough to overcome the attainment gap on entry in Reception and Year 7 compared to that of their peers in some phases.
<b>2</b>	Prior attainment including numeracy and literacy, including vocabulary and speech/language gaps: a significant number of students experiencing disadvantage enter with lower numeracy and literacy skills than those not in receipt of PP funding.
<b>3</b>	Aspirations and motivational levels: self-perceptions as a learner and knowledge of the education system, respectively, that can impact short- and long-term aspirations in the secondary phase.
<b>4</b>	Emotional and pastoral wellbeing: for some students eligible for the PP grant there are emotional and pastoral barriers that can play a role in them falling behind their peers.
<b>5</b>	Attendance: attendance rates for students eligible for PP are below the school target for all students which in turn can impact them negatively, both academically and pastorally.

## Intended outcomes

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

Intended outcome	Success criteria
<p>Improved attainment and progress among students in receipt of PP funding across the curriculum, demonstrated in outcomes</p>	<ul style="list-style-type: none"> <li>● Students eligible for PP to achieve and attain highly in comparison to non-PP national data with a P8 of +0.3 by the end of the strategy</li> <li>● At least 75% of students eligible for PP study EBACC subjects</li> <li>● Students eligible for PP to achieve and attain highly in comparison to non-PP national data with an average A8 score of 5.0 or above by the end of the strategy</li> <li>● Evidenced through internal and external metrics in each phase where are students are at age-related standards at least</li> <li>● Students eligible for PP have support to complete home learning</li> <li>● Barriers are removed so all students eligible for PP grant reach GLD in EYFS and score 35+ in Year 1 phonics screening within the space of this three year strategy</li> </ul>
<p>Quality first teaching, and range of interventions, for numeracy and literacy (including vocabulary gaps and speech/language) which leads to improved attainment and rapid progress.</p>	<ul style="list-style-type: none"> <li>● Robust systems for early and accurate identification of need with robust assessment and collaboration with stakeholders including the SEND team</li> <li>● Systematic and evidenced-informed diet of support for all phases</li> <li>● Research-based practice is part of teaching and learning culture, evidenced in lesson visits and deep dives</li> <li>● Increased one-to-one and small group tuition in place to support progress for students eligible for the PP where are students are at age-related standards at least and a clear strategy to extend beyond this</li> <li>● Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and show no gap between the scores of disadvantaged students and their non- disadvantaged peers with 90% at least at chronological reading age</li> <li>● PP lead and PP coordinator monitor and liaise with HoDs to review how best to target resources</li> <li>● PP coordinator is proactive in ordering resources prior to the need</li> <li>● PP spending is carefully tracked and monitored with the effectiveness of each provision evaluated</li> </ul>

Raising aspirations and motivation	<ul style="list-style-type: none"> <li>Improved attainment and effort in internal tracking and monitoring including ATL grades and House points so data shows students eligible for PP perform better than those who are not</li> <li>Matriculation rates into the SBAS Sixth Form are in line with those who are not eligible</li> <li>A purposeful range of mastery/challenge opportunities for high-attaining students in receipt of PP funding including post-16</li> <li>High levels of engagements from students in receipt of PP funding in extracurricular activities and enrichment opportunities with each student engaging in two activities per year at least</li> </ul>
Strong and personalised parental connection with high levels of engagement with school life.	<ul style="list-style-type: none"> <li>96%+ attendance at all key parents and families events</li> <li>Parent voice attests to strong and personalised parental connection</li> <li>Parent voice shows they feel informed and equipped to support their child academically and pastorally</li> </ul>
Emotional and pastoral support strategies	<ul style="list-style-type: none"> <li>Regular meetings with students eligible for the PP to take place with each student student having a champion</li> <li>The pastoral team engage in strategic capturing of wellbeing measures</li> <li>All students with wellbeing concerns are logged and appropriate support and provision is in place that is commensurate with need</li> <li>Students feel more equipped to manage their own emotional well-being – focus groups / questionnaires/ student referrals to further support etc.</li> </ul>
Attendance improvement for all students eligible for PP	<ul style="list-style-type: none"> <li>Students eligible for PP to have reached the school's attendance target of 97% within the space of this three year strategy</li> </ul>

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1?utm_source=news/eef-blog-assessing-learning-in-the-new-academic-year-part-1&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=assessing">https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1?utm_source=news/eef-blog-assessing-learning-in-the-new-academic-year-part-1&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=assessing</a></p> <p><a href="https://www.suttontrust.com/our-research/social-mobility-the-next-generation-lost-potential-at-age-16/">https://www.suttontrust.com/our-research/social-mobility-the-next-generation-lost-potential-at-age-16/</a></p>	<p>1, 2, 3</p>
<p><i>Professional development on evidence-based approaches, for example feedback, reading comprehension, phonics or mastery learning</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p><a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a></p> <p><a href="https://www.hfleducation.org/reading-fluency">https://www.hfleducation.org/reading-fluency</a></p>	<p>1, 2, 3</p>
<p><i>Technology and other resources focussed on supporting high quality teaching and learning</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	<p>1, 2, 3, 5</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Interventions to support language development, literacy, and numeracy</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	<p>1, 2, 3</p>
<p><i>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes">https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes</a></p>	<p>4, 5</p>
<p><i>Teaching assistant deployment and intervention, one to one and using small group tuition</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	<p>1, 2, 3, 4</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils' social, emotional and behavioural needs</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	<p>3, 4, 5</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	
<p>Extracurricular activities, including music, sports, outdoor activities, arts, culture and trips</p> <p>Extended school time, including summer schools</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</a></p>	1, 2, 3, 4, 5
Communicating with and supporting parents	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	3, 5

# 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 students in the 2023 to 2024 academic year.

### Key Stage 1

#### Phonics screening check:

<b>2024 students eligible for PP funding</b>	<b>2024 - whole cohort</b>
100%	95.16%

### Key stage 2

<b>Percentages</b>	<b>Students eligible for PP funding EXS+ 2024</b>	<b>Students eligible for PP funding GD 2024</b>	<b>EXS+ at Simon Balle 2024</b>	<b>GDS at Simon Balle 2024</b>
<b>Reading</b>	83%	50%	86%	38%
<b>Grammar, punctuation and spelling</b>	83%	50%	87%	40%
<b>Mathematics</b>	83%	17%	83%	32%
<b>Writing</b>	100%	50%	92%	33%
<b>Combined</b>	67%	17%	61%	18%

### Key Stage 4

Progress 8 score overall	+0.45
Progress 8 score disadvantaged	-0.28