

## Part b: Review of the Pupil premium Strategy

### Outcomes for disadvantaged pupils

This academic year (24/25) brings to an end our 3 year Pupil Premium Strategy.

#### 1. Improve the attendance and punctuality of disadvantaged (DS) pupils

	22/23	23/24	24/25	Impact
DS attendance %	84.9	85.4	86.5	▲ Improving

Attendance for DS pupils is improving but remains a key priority. The gap in attendance between DS and other pupils is too wide. Punctuality has improved.

#### 2. Improve the progress of DS pupils through quality first teaching

	23/24 National Av	23/24	24/25	Impact
Attainment 8 grade	3.46	3.93	4.08	▲ Improving

There are no progress measures for 24/25 (and for 25/26) as these pupils did not sit their national curriculum tests at the end of Year 6. The ability of the cohort does change slightly over time however as DS attainment is increasing it is likely that progress is increasing. It should also be noted that the attainment of DS pupils is significantly stronger than that of other DS nationally.

#### 3. Improve parental engagement and increase buy-in to common aims of building aspiration, strong attendance, good behaviour and engagement in learning.

	22/23	23/24	24/25	Impact
DS Parent/ Carer Evening Attendance %	42.2	47.0	44.6	▼ Declining

Parent/carers attendance at parent evenings had increased from 22/23 however 24/25 has seen a decline in attendance. This is an area for continued focus and improvement.

#### 4. Improve engagement with home learning including homework & tuition.

	22/23	23/24	24/25	Impact
DS Attendance at Tuition %	78	82	85	▲ Improving
DS Non-completion of	42	40	40	▼ Slight decline

homework incidents %				
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DS Attendance at tuition has risen year on year. The aim for 25/26 is to further improve this. DS pupils who received and attended tutoring improved progress by  $\frac{1}{3}$  of a grade in each subject.

DS non-completion of homework is a significant concern and this has risen slightly, the achievement team have set up additional homework intervention to address this, this will be a focus for 25/26.

#### 5. Reduce the lost learning time of DS pupils due to behavioural incidents.

	22/23	23/24	24/25	Impact
DS Suspensions (% of the cohort)	7.1	10.2	10.8	▼ Declining
DS Exclusions (% of the cohort)	1.2	1.3	1.2	▲ Improving on last year

DS suspensions have increased, as have suspensions for all pupils. However this is still below the national average. DS behaviour will need to be a key aspect of our DS plan for 25/26.

#### 6. Improve the emotional well-being of DS pupils.

		23/24	24/25	Impact
DS pupils receiving wellbeing support %		17	19	▲ Increase in the proportion of pupils receiving support

There has been an increase in the % of DS pupils who are in receipt of well-being support.

#### 7. All DS pupils are fully prepared with the necessary tools and equipment to engage with school learning.

	22/23	23/24	24/25	Impact
DS Pupils will full equipment %	100	100	100	= Maintaining

As a school we continue to ensure all DS pupils are fully equipped for learning.

#### 8. Improve organisation and time management of DS pupils enabling them to study and revise more effectively

Pupil voice indicates that pupils know effective revision methods and see the importance of competing past examination papers. Across the curriculum teachers suggest ways to revise effectively. This is evidenced through rising levels of attainment for DS pupils.

#### 9. Provide support with transport to enable DS pupils to attend academic and

### **cultural events organised by school.**

The school has commissioned a late bus service allowing pupils to take part in revision sessions, homework hubs and extracurricular sessions. DS pupils account for 54% of pupils who use this service.

#### **10. Support DS pupils to take part in broadening their cultural capital extracurricular activities.**

	22/23	23/24	24/25	Impact
% DS pupils accessing peripatetic lessons	8.5	8.5	9	▲ Improving
% DS pupils attending extra-curricular sessions	17	19	20	▲ Improving

DS peripatetic lessons have increased however the uptake is low, this remains a focus for the school.

DS attendance at extracurricular has seen a slight increase, however tracking systems need to be more robust and barriers addressed to ensure all DS pupils choose to take up the offer. This needs further work in 25/26.