Pupil Premium strategy statement – Warlingham School & Sixth Form College 24-25

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	Warlingham School & Sixth Form College
Number of pupils in school	1443
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 years
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Paul Foster
Pupil premium lead	Paul Kinder
Governor / Trustee lead	Carol Holah

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£255,293
Recovery premium funding allocation this academic year	£0
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	£255,293

Part A: Pupil Premium strategy plan - Statement of intent

At Warlingham School we aim to operate a tiered strategy for Pupil Premium spending which will help us balance approaches to improving teaching, targeted academic support, and wider strategies. Our aim is to mitigate against the impacts of socio-economic disadvantage on the lived experience of the students. We aim to do this by building resilience through raising both challenge in the classroom and expectations upon our disadvantaged students, equipping them with the skills and learning attribute, whilst building their cultural capital, to enable them to thrive both in School and beyond, now and in the future. We focus on getting it right for every learner, in every classroom, every day and steer away from the narrative that success in tackling the impact of disadvantage lies outside of the classroom. We assume nothing, especially prior knowledge.

During the period of our current strategy plan, we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: their levels of literacy and oracy in terms of knowledge, contextual understanding and application, consistency in metacognitive/self-regulation strategies when faced with challenging learning tasks and levels of attendance. The plan also seeks to address challenges around developing student and parental belonging, transition within school between year groups and key stages, to address intersectionality challenges and to shape views to appreciate the importance of school and positive relationships. Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessments, not presumptions about the impact of disadvantage. We will be data driven not assumption led.

Our expectations at Warlingham are that all pupils, irrespective of background or the challenges they face fully access and engage with our curriculum, develop cultural capital and flourish in the lived day to day experience of school life.

It is clear from many research findings that effective learning is the most important lever that schools have in order to improve outcomes for disadvantaged pupils. Using the Pupil Premium grant to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split does not create an artificial separation from whole class teaching.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:
- Coalesce a culture and belief that all pupils, irrespective of background or starting point, can attain well and thrive in wider school life.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
  - Identify for the disadvantaged specific barriers to opportunity in the classroom and wider school life and mitigate against them.

The proposed spend for 24-25 is therefore based around the three core principles.

<u>Supporting and developing teaching and learning</u>

Spending on improving teaching and learning includes professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and is a key priority for our Pupil Premium spending. Our key whole school focus is on narrowing the oracy and literacy gap which we perceive in essence to be fundamental to closing the disadvantage gap. Language is the great social justice lever and background knowledge gaps is a key preventer to achievement. The most effective strategies give staff the capacity, expertise, knowledge and support to help pupils to thrive. The practitioners **IS** the intervention.
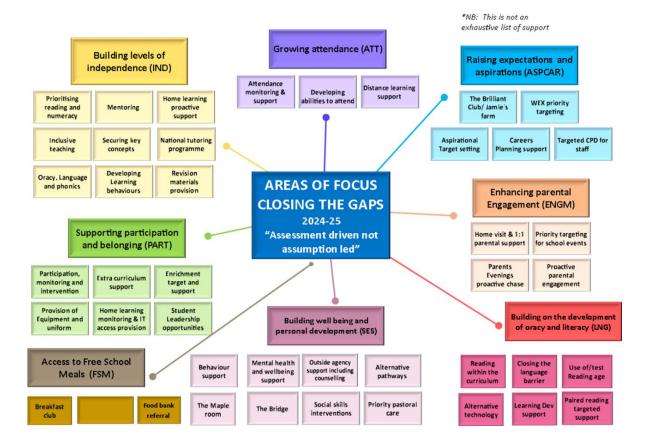
<u>Targeted academic support</u>

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is a key component of our Pupil Premium strategy along with external tutoring provision.

<u>Wider strategies</u>

Our wider strategies entitled "Areas of focus – Closing the gaps" relates to the most significant non-academic opportunity areas for success in school, including attendance, behaviour, and social and emotional support. While many of these focus areas are common between schools, the specific features of the community we serve affects our spending in this category. Our focus areas are;

- *Building levels of independence (IND)*
- *Growing attendance (ATT)*
- *Raising expectations and aspirations (ASPCAR)*
- *Supporting participation and belonging (PART)*
- *Access to free school meals (FSM)*
  - *Building well-being and personal development (SES)*
  - *Enhancing parental engagement (ENGM)*
  - *Building on the development of oracy and literacy (LNG)*

Challenges

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

Challenge number	Detail of challenge
1 Classroom access and experience	Our learning walks, work scrutiny and student voice show that there is a variance in the quality of experience for students in the classroom – particularly in relation to all students accessing and participating in challenging learning. We also observe that there are differences in the quality and quantity of work that students are producing and a variation in prior knowledge. Our assessment outcomes indicate that our disadvantaged students achieve lower levels of attainment compared to their non-disadvantaged peers. The percentage of students achieving a strong pass in English and Maths (grade 5 or above) shows disadvantaged students achieve lower attainment outcomes compared to their non-disadvantaged peers 20.8% compared to 44.9% for 23/24. Barriers to access are less well known due to a combination of transition information depth and in school focus and clarity of information sharing amongst staff.
2 Oracy and writing	Our learning walks, work scrutiny and student voice show that there are some missed opportunities for inclusion in learning related to supporting pupils who lacked background knowledge and language. Our reading assessments indicate that disadvantaged students have a below average reading age compared to their non-disadvantaged peers. This reflects the need to narrow the language gap across all key stages for disadvantaged students. The average reading age 23/24 of a disadvantaged student compared to the cohort average is year 7's 11y2m compared to 11y10m, year 8's 11y7m compared to 12y, year 9's 12y5m compared to 12y8m, year 10's 13y7m compared to 14y and year 11's 14y compared to 14y1m.
3 Belonging. Participation & parental engagement	Participation data and observation suggests that disadvantaged participation levels in extracurricular activities, school representation, trips and visits is less than that of their non-disadvantaged peers, Percentage of those disadvantaged students who participated in extracurricular for 2021/2022 48.98% year 7's, 59.09% year 8's, 61.22% year 9's, 58.82% attended. In 2022/23 51.18% year 7's, 60.1% year 8's, 62.79% year 9, 54.48% attended, 2023/24 52% attended year 7 trip, 68% attended year 8 trip and 49% attended the year 9 trip. For representation: 25% of the students on the student council are disadvantaged. Family participation at school events and parents' evenings is lower in the disadvantaged cohort attendance rates for parents evening for disadvantaged students was year 7 73%, year 8 63%, year 9 73%, year 10 68% and year 11 50% in 2022. In 2023 this was year 7, 57%, year 8, 46%, year 9, 59%, year 10, 48% and year 11, 69%. In 2024 this was year 7, 58%, year 8, 78.95%, year 9, 71.11%, year 10, 69.05% and year 11, 47.92%. Disadvantaged students exhibit less clarity on next steps at KS4 with a higher level of PP NEETs and WEX participation, 1 (2.3%) disadvantaged student compared to 0 (0%) non disadvantaged students were NEET's 2023/2024. In 2023/2024 0 (0%) students (disadvantages/non-disadvantage) did not participate in WEX.
4 Progress and attainment	Our assessment outcomes indicate that our disadvantaged students achieve lower levels of progress and attainment compared to their non-disadvantaged peers. The progress 8 gap in 2019 was 0.78, in 2020 0.63, 0.73 in 2022, 0.24 in 2023 and 0.78 in 2024. Our attainment 8 gap for our disadvantaged students compared to their non-disadvantaged peers was 16 points in 2019. 4.2 points in 2020, 7 points in 2021, 11.9 points in 2022, 4.12 in 2023 and 14.81 in 2024. The percentage of students achieving a strong pass in English and Maths (grade 5 or above) shows disadvantaged students achieve lower attainment outcomes compared to their non-disadvantaged peers with the gap being 18% in 2019, 2% in 2020, 21% in 2021, 13.2% in 2022, 1.9% in 2023 and 24.1% in 2024.
5 Metacognition memory and resilience	Our learning walks, work scrutiny and student voice indicate that some disadvantaged students, particularly those with lower starting points, can lack sufficient metacognitive/self-regulation strategies when faced with challenging learning tasks. This is usually evident in some student's preparation for Key Examination Points (KAPs) across the curriculum. 23/24 - Average curriculum progress from spring to summer year 7: -0.04 (PP) compared to -0.01 (non-PP), year 8: 0.05 (PP) compared to -0.01 (non-PP), year 9: -0.67 (PP) compared to -0.68 (non-PP) and year 10: 0.11 (PP) compared to 0.06 (non-PP) the progress difference between PP and non-PP exists but is very small for years 7 and 10.
6 EBACC	Both our entry & pass rate for EBACC (English Baccalaureate) is lower for disadvantaged students compared to their non-disadvantaged peers. Entry rate gaps have been 12% in 2019, 2% in 2020, 13.5% in 2021, 11.89% in 2022, 0% in 2023 and 6.8% in 2024. Strong Pass rates gap was 12% in 2019, 3% in 2020, 9% in 2021, 8.77% in 2022 +5% gap in 2023 (whereby disadvantaged students receiving higher strong pass rates compared to their non-disadvantaged peers) and 9% in 2024.

7 Learning skills and knowledge	Our learning walks, work scrutiny and student voice show that some disadvantaged students have both Threshold and Procedural knowledge gaps and conceptual understanding gaps having had their education disproportionately affected by enforced school closure and isolation. (see data for challenges 4 & 5 above).
8 Attendance	The average attendance of our disadvantaged students is lower than their non-disadvantaged peers 86.22% compared to 94.25% in 2020/2021, in 2021/2022 this was 84.66% compared to 91.81%, 84.70% compared to 90.6% 2022/2023 and 82.83% compared to 92.27% in 2023/2024 and persistent absences were higher for disadvantaged students compared to their non-disadvantaged peers 39.2% compared to 9.3% (2020/2021) 49% compared to 26.46% (2021/2022), 51.6% compared to 29.3% in 2022/2023 and 50% compared to 19% in 2023/2024.
9 Free school meals	There has been a 62.5% increase in eligibility for Free school meals since 2020. The take up of free school meals by our students who are entitled is around 68% daily this rising to approx. 70% at the end of 2021/2022 and a significant rise in 2022/2023 to approx. 79% and 81% in 2023/2024.
10 Home learning	The engagement with our distance learning platform and the completion rate of home learning is lower for disadvantaged students compared to their non-disadvantaged peers, 96.69% compared to 99.4% during the January to March lockdown. The gap in 21-22 was 98.69% compared to 98.94% at the end of June 2022 and with a positive gap in 2023 97.90% compared to 97.65% and 2024 97.14% compared to 97.01%.

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

1.	Develop our curriculum to ensure it is ambitious and accessible for all and is used as a progression model with curriculum end points shared as destinations. Further professional development of staff to ensure that they raise the challenge and expectations for all students including the most disadvantaged and to ensure they can articulate and apply the schools' approach to narrowing the disadvantage gap.	By the end of our current plan in 2024/25 Quality assurance will evidence that we are measuring arrival and adapting the curriculum accordingly for all students using adaptive and responsive teaching. Staff voice will show an improvement in the shared understanding of how disadvantaged provision is implemented and how it ensures we reduce lost learning opportunities and counteracts the impact of absences and lower levels of prior knowledge for disadvantaged students. Student voice for those that are disadvantaged feel a sense of belonging in line with their non disadvantaged peers.
2.	To narrow the language gap and improve oracy and writing for disadvantaged students	By the end of our current plan in 2024/25 Quality assurance will show a consistent opportunity of access to and participation in lessons and sequences of lessons across the curriculum. Drop ins will show that student participation in learning, particularly those students who struggle with oracy and literacy, is good and that SHAPE is being used by all staff consistently. Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers compared to 2023. The average reading age 23/24 of a disadvantaged student compared to the cohort average is year 7's 11y2m compared to 11y10m, year 8's 11y7m compared to 12y, year 9's 12y5m compared to 12y8m, year 10's 13y7m compared to 14y and year 11's 14y compared to 14y1m.
3.	To raise student and parental engagement in extracurricular activities, school representation, trips and visits is proportionate to cohort numbers and that the gap in parental/carer engagement at school events and parents' evenings is narrowed between the disadvantaged and non-disadvantaged cohort in order to develop a sense of well being, personal development and belonging.	By the end of our current plan in 2024/25 student and parental engagement in extracurricular activities, school representation, trips and visits are at least proportionate to cohort numbers parental/carer engagement at school events is also at least proportionate to cohort numbers. We aim for a more ambitious target however of at approximately 22% for representation however in all areas and within 5% of non-disadvantaged parents attendance figures for parental engagement events such as parents evening. Gaps will reduce at the end of year comparted to 2022 data where the % of disadvantages students that attendance at least one trip/visit was 48.98% year 7's, 59.09% year 8's, 61.22% year 9's, 58.82% year 10's and 15.79% year 11's. In 2023 51.24% year 7's, 60.12% year 8's, 62.81% year 9, 54.48% year 10's, and 56.67% year 11's attended at least one trip. In 2023 68.8% year 7's, 61.22% year 8's, 52.5% year 9's, 62% year 10's and 61.1% attended at least one trip.
		The parental attendance for disadvantages students for parents evening in 2022 was 73% year 7, 63% year 8, 73% year 9, 68% year 10 and 50% year 11 compared to an overall attendance of 84% year 7, 80% year 8, 77% year 9, 74% year 10 and 74% year 11. In 2023 this was 7 57%, year 8 46%, year 9 59%, year 10 48% and year 11 69%. In 2024 this was year 7, 58%, year 8, 78.95%, year 9, 71.11%, year 10, 69.05% and year 11, 47.92%.
		Student voice will show an improvement in belonging compared to the 2024 baseline from the student questionnaire. 36.36% PP compared to 22.86% non-PP in July 2024 agree or strongly agreed to the statement 'I feel that i really belong in my school and classrooms'
		Disadvantaged students will exhibit more clarity on next steps at KS4 with the level of PP NEETs and WEX participation GAP having closed entirely.

4.	Close the progress and attainment gaps between disadvantaged students and their non-disadvantaged peers	By the end of our current plan in 2024/25 the progress gap is reduced for disadvantaged students from the 2024 results. The internally calculate progress 8 figure in 2022 for disadvantaged students was -1.1 compared to -0.37, a gap of 0.73, in 2023 this gap reduced considerably to –0.37 compared to –0.13 a gap of 0.24, in 2024 the progress gap increased to 0.78.
5.	To improve disadvantaged student metacognition strategies when faced with challenging learning or self-regulation, particularly surrounding revision	Quality assurance shows disadvantaged students are developing as outstanding lifelong learners in the same manner as their non-disadvantaged peers via the implementation of the developing belonging and Warlingham Learner strategies. Teacher and student voice suggest disadvantaged pupils are more able to monitor and regulate their own learning.
6.	Raise the EBACC entry and pass rate for disadvantaged students	By the end of our current plan in 2024/25, our gap target/objective is 15% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In 2021 this figure was 2.4%. In 2022 this figure was 7.5% and in 2023 the figure was 18% and in 2024 this figure was 13.6% KS4 EBacc outcomes demonstrate that disadvantaged pupils achieving a strong pass in the English Baccalaureate had narrowed compared to their non-disadvantaged peers from a 12% gap in 2019 to 8.77% in 2022 to a +5% gap in 2023 whereby disadvantaged students receiving higher strong pass rates compared to their non-disadvantaged peers however in 2024 the gap was 9%. By the end of 2024/25, our gap threshold target is to return to less than 5%.
7.	To address gaps in Prior, Threshold and Procedural knowledge and Conceptual Understanding through engagement in external tutoring programmes	School led tutoring funding and national tutoring scheme are deployed appropriately to ensure participating students show positive progress compared to starting points prior to entry onto scheme. Progress data 2021/2022 for those that received tutoring for Maths was -0.11 and 0.35 for English compared to those students who did not receive tutoring -0.27 Maths and 0.11 English based on the progress made from the exams in January and their final grade. In 2022/2023 this was –0.42 in Maths and –0.46 in English for students who received tutoring compared to –0.61 in Maths and –0.41 in English for PP students that did not. In 2023/2024 this was –0.08 Maths and -0.15 English compared to –0.15 Maths and –0.07 English.
8.	To improve the attendance of targeted disadvantaged students	Sustained high attendance from 2024/25 demonstrated by the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 3%. In 2021/2022 the absence rate gap was 7.15%, 2022/2023 the gap reduced to 5.9% and rose in 2023/2024 to 9.44%. Also demonstrated by the percentage of all pupils who are persistently absent falling to below 10% and the figure among disadvantaged pupils being no more than 3% higher than their peers. In 2021/2022 the figure for disadvantaged students with below 90% was 49% compared to 26.46% a gap of 22.54%. In 2022/2023 that figure was 51.6% compared to 29.3% a gap of 22.3% and in 2023/2024 this figure was 50% compared to 19% which is a gap of 31%. The attendance gap for disadvantaged students in year 8 after the year 7 to 8 transition will narrow. In 2023/24 disadvantaged students end of year 8 attendance was 88.73% compared to their end of year 7 attendance of 91.04%.

9. To improve the take up of free school meals by those entitled to them	By the end of our current plan in 2024/25 Free school meal take up rises from 68% to 85%. At the end of 2021/2022 this figure was 70% on average which rose to 79% on average for 2022/2023 and 81% in 2023/2024.
10. Improve online engagement and home learning completion rates for disadvantaged students	Home learning completion rates across all classes and subjects will improve resulting in the online engagement with Satchel improving for disadvantaged students. The engagement gap on Satchel between disadvantaged and non-disadvantaged students will narrow from 4.9% to a maximum of 2.5% by 2024/25. In 2021/2022 the gap was 0.25%. In 2022/2023 there was a positive gap between disadvantage and non-disadvantage +0.25% and in 2023/2024 the gap remained positive +0.38%. Home learning detention rates will be proportionate for the cohort of disadvantaged student compared to non-disadvantaged students by 2024/25.

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: £48,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop and embed a knowledge-rich curriculum which builds cultural capital and knowledge coherently throughout learning journey. Focus on using the curriculum as a development model which provides high challenge for all regardless of background or starting point.	'Whole-school ethos of High expectations for all learners –our motto 'High aspirations and Wide horizons" is for everyone. No one gets left behind' as No.1 aspiration to support disadvantaged students' achievement. Means by which we achieve this – A relentless focus on closing gaps NFER Research lists high quality teaching for all as 1 of the 7 key strategies to support disadvantaged pupils' achievement EEF Toolkit shows Mastery Learning as having positive impact for very low cost (+5 months) In 2023/2024 year 11 progress data Attainment 8, 29.27 disadvantaged students compared to 44.08 whole school. Progress 8, -0.97 disadvantaged students compared to -0.19 whole school.	1
Support the CPD program to deliver teaching strategies across the school – focusing on overall quality of teaching and learning, assessment, adaptive teaching and meta-cognition strategies	EEF Toolkit shows Collaborative Learning having positive impact (+5 months) EEF Toolkit lists Feedback as most impactful strategy (+8 months) and Metacognition as high-impact strategy	1
Drive teachers focus relentlessly on closing the Oracy and literacy gap through proactive use of reading ages, implementation of SHAPE, consistently delivering the reading strategy through tutor time, pre-teaching tier	Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include: • explicitly extending pupils' spoken vocabulary.	2

2 and 3 vocabulary in lessons, and coaching its use through oracy and writing whilst providing a range of examples and non-examples.	• the use of structured questioning to develop reading comprehension; and • the use of purposeful, curriculum-focused, dialogue and interaction. Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves Marc Rowlands research shows that the language gap is to some extent the disadvantaged gap. The 2012 PISA results also showed that 17% of UK 15-year-olds did not achieve a minimum level of proficiency in literacy and that a quarter 15-year old's still have an age of 12 or below EEF Toolkit indicates oral language interventions (+5 months) and reading comprehension strategies (+ 6 months) have strong impact for low cost EEF Toolkit shows Phonics/Reading Comprehension strategies as high impact for low cost (+4/+6 months) Year 7 standardised reading score for PP students 103 compared to 108 for non PP students The average reading age 23/24 of a disadvantaged student compared to the cohort average is year 7's 11y2m compared to 11y 10m, year 8's 11y7m compared to 12y, year 9's 12y5m compared to 12y8m, year 10's 13y7m compared to 14y and year 11's 14y compared to 14y1m.	
To part fund overstaffing to create learning and development groups to offer alternate pathways for students in need of small group support, especially in English and Maths.	Reducing class size has a small positive impact of +2 month Small group tuition has an average impact of four months' additional progress over the course of a year.	1
Language assistant withdrawal work with year 7 to increase uptake of MFL	KS4 EBacc outcomes demonstrate that disadvantaged pupils achieving a strong pass in the English Baccalaureate has narrowed from 8.77% compared to non-disadvantaged peers in 2022 to a positive gap of +5% in 2023 that we need to maintain/sustain. Unfortunately, in 2024 the gap rose to 9%.	6

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

Budgeted cost: £ 68,254

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a culture of self-driven home learning supported with attendance at our Learning resources centre and including proactive disadvantaged student identification and support with year transition prioritised	In 23-24, 22.4% of all Homework behaviour issues raised were for disadvantaged students, broadly in line with cohort size. EEF Toolkit shows Homework having positive impact at secondary level (+5 months)	10
Monitor Satchel use and intervene with disadvantaged students where access is below expectations.	In 23-24, 22.4% of all Homework behaviour issues raised were for disadvantaged students, broadly in line with cohort size. EEF Toolkit shows Homework having positive impact at secondary level (+5 months) EEF Toolkit shows digital technology having positive impact (+4 months)	10
Aspirational targets set for disadvantaged students to offset any previous gap forming and ensure balanced setting with proportional representation of the PP cohort	To challenge prior attainment bias and to better reflect PP student capabilities by reflecting in target setting as appropriate EEF evidence suggests that most young people already have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them – the prior attainment bias is thus the area to challenge.	4
English and Maths internal intervention tutoring (7-11) - planned English and Maths tutoring interventions for students requiring additional literacy support.	<u>Yr 10 - 2023/24</u> 51.22% disadvantaged students on course to achieve a 4+ in English compared to 72.22% of their non-disadvantaged peers. 73.18% disadvantaged students on course to achieve a 4+ in Maths compared to 80.75% of their non-disadvantaged peers. EEF Toolkit cites positive impact of One-to-One Tuition (+5 months) and Small Group Tuition (+4 months	4,7

Subject tutoring (7-11) - planned tutoring intervention for students who are significantly underachieving. Subjects vary.	In 2023/2024 year, 11 progress data Attainment 8, 29.27 disadvantaged students compared to 44.08 whole school. Progress 8, -0.97 disadvantaged students compared to -0.19 whole school. EEF Toolkit cites positive impact of One-to-One Tuition (+5 months) and Small Group Tuition (+4 months)	4, 7
External tutoring (7-11) - alternative English and Maths provision for some of our vulnerable students through use of external tutoring services to provide 1:1 in school for selected periods or online small group tutoring.	EEF: Targeted small group and one-to-one interventions (+5 months) have the potential for the largest immediate impact on attainment.	7
Part funding of EAL (English as an Additional Language) (English as an Additional Language) support (7-11) – for disadvantaged students entering the school with English as an Additional Language.	The average GCSE grade for EAL students was 4.2 compared to 4.4 for non EAL students in 2022/2023 EEF Toolkit indicates oral language interventions (+5 months) and reading comprehension strategies (+ 6 months) have strong impact for low cost EEF Toolkit shows Phonics/Reading Comprehension strategies as high impact for low cost (+4/+6 months)	2
Funding of all course texts and course support materials for disadvantaged students at KS4.	The attainment 8 figure for KS4 (2023/2024) was 29.27 for disadvantaged students compared to 44.08 for the whole school.	5
Disadvantaged student support mentor appointment for student at transition - this will provide some of our most vulnerable students, at risk of underachievement, with a mentor to support them both academically and emotionally and to act as a link between the student and teachers.	EEF research shows that One-to-one tuition results in Progress: +5 months The attainment 8 figure for KS4 was 29.27 for disadvantaged students compared to 44.08 for the whole school.	5, 7
Part funding of Catch- up Literacy support – Learning development groups for those students identified at transition from primary as needing extra literacy and numeracy support	EEF Toolkit shows Phonics/Reading Comprehension strategies as high impact for low cost (+4/+6 months) Year 8 Reading age comparison for disadvantaged student is 11y7m compared to 12y for their non-disadvantaged peers.	2

To further fund, develop and deliver the paired reading, Bedrock English literacy package and teacher led tutor time reading schemes – weaker readers identified and paired with older students to accelerate reading ages	EEF research shows that Peer tutoring that progress: +5 months In cross-age tutoring, for example, an older learner takes the tutoring role and is paired with a younger tutee or tutees.	2
Part funding of Online resources (7-11) – we pay for subscriptions to various programs like Lexia /Read and write gold/Wordshark for some of our disadvantaged students. 15% contribution to represent PP students.	EEF research shows that Digital technology can support progress: +4 months alongside EEF Toolkit shows Phonics/Reading Comprehension strategies as high impact for low cost (+4/+6 months)	2
Part funding of reading Pen provision for PP non-SEN students whose standardised reading scores fall below 85 on a standardised reading test which is the trigger point for concessions in exams -15% contribution to represent PP students.	EEF research shows that Digital technology can support progress: +4 months alongside EEF Toolkit shows Phonics/Reading Comprehension strategies as high impact for low cost (+4/+6 months) 2023/2024 we had 54 students who qualified for their use based on need, 24 (44.44%) were disadvantaged students.	2
To ensure priority Careers appointments for all Pupil Premium students in Key stage four and five.	High aspirations for everyone. No one gets left behind' as No.1 way to support disadvantaged students' achievement. Whilst EEF show aspiration interventions to have very low or little impact, these are based on very limited evidence and proportion of NEETS are disproportionately disadvantaged students at school level. 2023/2024 all disadvantaged students were offered careers interviews before their non-disadvantaged peers.	3, 6
To deliver the scholars programme for disadvantaged students to raise next steps aspirations	59% 6th form students received a place at university in 2023/2024. The Scholars Programme evaluation update 2023/2024 found that Year 12 that completed the scholars programme are statistically (80% compared to 63% matched group) more likely to apply	3, 6

	to a competitive university than students from similar backgrounds and as a result they also progress to a competitive university at a higher rate (48% compared to 38%).	
To encourage EBACC take up in PP students with MFL focus through proactive identification, intervention and support.	KS4 EBacc outcomes demonstrate that disadvantaged pupils achieving a strong pass in the English Baccalaureate has narrowed from the externally validated 12% gap compared to non-disadvantaged peers in 2019 to a positive gap of +5% in 2023 in 2024 the gap rose to 9%.	6
To ensure laptop provision for all disadvantaged students that do not have access to IT To ensure laptop provision for disadvantaged students upon entry where digital poverty exists.	% Satchel activity July 2024 for disadvantaged students compared to their non-disadvantaged peers. Year 7 100% compared to 98.44% Year 8 100% compared to 98.23% Year 9 97.87% compared to 97.33% Year 10 97.72% compared to 97.83% Year 11 90.11% compared to 92.5%	10

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

Budgeted cost: £138,269

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assigned mentor upon entry to year 7 and identified students who are disadvantaged joining school in years 8-11 - this will provide some of our most vulnerable students, at risk of underachievement, with a mentor to support them both academically and emotionally and to act as a link between the student and teachers during the exam period and for transition.	EEF Toolkit cites positive impact of One-to-One Tuition (+5 months) and some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	4, 8
Student support Officer - to liaise with attendance team to address the persistent absence of our disadvantaged students through effective family liaison.	NFER (National Foundation for Educational Research) briefing for school leaders identifies addressing attendance as a key building block (no. 2). Attendance – 202232024 Disadvantaged students had persistent absence at the end of the school year 51.6 compared to 29.3% for non-disadvantaged. Attendance gap rose from 5.9% to 9.44% Disadvantaged students' attendance 82.83% Non disadvantaged peers' attendance 92.27%	8
To part fund Ed Class provision contribution to provide for disadvantaged students not attending school	EEF research shows that Digital technology can support progress: +4 months This is the use of computer and technology-assisted strategies to support learning although the drive of Ed Class is to provide support for those not in school.	8
Learning development – to part fund a dedicated team of Learning Support Assistants - to provide bespoke support for vulnerable students and their families to try to ensure that these students are attending school and receiving any support required to aid them to deal with challenging emotional issues and	EEF Toolkit suggests that targeted interventions matched to specific students with needs or behavioural issues can be effective, especially for older pupils. Although attendance fell in COVID, gaps still exist between Non-SEND, Non-FSM and Non-PP compared to SEND, FSM and PP. Attendance data 23/24 shows • Non-PP attendance 92.27%	8

to avoid them dipping into PA (Persistent Absence below 90%).	• Non-SEND attendance 92.46
	• Non-FSM attendance 92.77%
	   • PP attendance 82.83%
	   • SEND attendance 85.54%
	   • FSM Attendance 83.96%	

To engage the services of a Mental health specialist who is employed to provide 1-day in-depth counselling sessions with our most vulnerable students and those at risk emotionally.	EEF Toolkit: Social/emotional learning (+4 months). 121 disadvantaged students attended the bridge in 2023/2024 compared to 116 in 2022/2023.	5, 8
To fund alternative vocational provision for disadvantaged students	EEF Toolkit: behaviour interventions. +3 months impact for moderate cost. Average annual behaviour points are 55.3% for disadvantaged students compared to 50.1 for non-disadvantaged students in 2023.	3, 4, 8
To part fund CPOMs safeguarding support contribution	In July 2024, 7.5% of students that completed your voice counts survey said they never felt safe in school.	3, 8
To part fund Pulse aspect of Satchel package solutions questionnaire contribution to target disadvantaged social and emotional learning appropriately	EEF research shows that effective Social and emotional learning (SEL) Results in Progress: +4 months Targeting SEL of pupils appropriately aims to improve their interaction with others and their management of emotions rather than specifically academic goals. Understanding needs allows for specialised programmes targeted at students or school-level approaches.	1, 3, 4, 5, 8
To part fund disadvantaged student participation in identified alternate pathway interventions and opportunities	EEF Toolkit suggests that targeted interventions matched to specific students with needs or behavioural issues can be effective, especially for older pupils.	3, 8
To part fund in school activities week.	EEF research shows Outdoor Adventure Learning offers Progress: +4 months Adventure learning typically involves outdoor experiences. They usually do not include a formal academic element although studies	3, 8

	show these interventions have positive benefits on learning, particularly for more vulnerable students and teenagers. They require the contributions of well-trained and well-qualified staff and appear to be most effective when they are longer in duration, such as over a week. They can have positive impacts on self-confidence, self-efficacy, and motivation.	
School uniform provision for disadvantaged students most in need.	Gill Main, University of Leeds, 2018 shows children who were in a low-income household were: 5.6 times more likely to have had to wear old or poorly fitting clothes or shoes 6.7 times more likely to feel embarrassed by a lack of money	3, 8
Funding or part funding trips and visits participation with proactive contact to encourage participation	Gill Main, University of Leeds, 2018 shows children who were in a low-income household were: 6.7 times more likely to have pretended to their friends that they did not want to do something that cost money 4.4 times more likely to miss out on social activities.	3
To provide part or full funding of peripatetic music lessons and targeted provision of equipment for inclusion in clubs and extra- curricular activities	EEF findings show that both sports and arts participation yield a +2 months impact at low cost Gill Main, University of Leeds, 2018 shows children who were in a low-income household were: 5.6 times more likely to have had to wear old or poorly fitting clothes or shoes 5.2 times more likely to have pretended to their family not to need something 6.7 times more likely to have pretended to their friends that they did not want to do something that cost money 4.4 times more likely to miss out on social activities.	3
To run appropriate family support events	The EEF show that parental engagement has moderate impact for moderate cost of +3 months impact	3, 8

Operate parents evening proactive calling and support	As above	3, 8
To part fund provision of home visits and 1:1 support by attendance officer	As above	8
To operate and fund a Breakfast club including subsided breakfast for disadvantaged students	Maslow's hierarchy of needs clearly shows that food is a core provision need in order for learners to engage Gill Main, University of Leeds, 2018 research shows children who were in a low-income household were: 4.5 times more likely to have not eaten or not eaten enough when they were hungry	9
To monitor and proactively intervene to encourage free school meal take up	As above FSM take up is currently 79-85%	9
To oversee Food bank referrals	As above	9

Total budgeted cost: £ 255,293

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year is contained in this document as it is a three-year strategy and is updated as a living document.

Externally provided programmes

We include non-DfE programmes that we purchased in the previous academic year to help the Department for Education identify which ones are popular in England

Programme	Provider
Schools Alliance for Excellence membership – Marc Rowland disadvantaged student network partnership and workshops	SAfE (Surrey network)
The Scholars programme	The Brilliant club

Jamies Farm	Jamies Farm
NCS Bespoke Programme	National Citizen Service
1:2:1 tutoring	MyTutor

Further information (optional)

In planning our pupil premium strategy, we evaluated why activities undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We used the EEF's schools impact database alongside our own internal and triangulated data to look at the performance of disadvantaged pupils in schools similar to ours. This ensures that all support and intervention is data driven not assumption led.

We looked at a number of reports, studies and research papers about effective use of Pupil Premium, the impact of disadvantage on education outcomes and how to address educational disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvements to secure better outcomes for pupils over time.