

# 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	DEVIZES SCHOOL
Number of pupils in school	963
Proportion (%) of pupil premium eligible pupils	352/963 = 36.5%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021/2022 to 2024/2025
Date this statement was published	31 <sup>st</sup> December 2023
Date on which it will be reviewed	01.11.2024
Statement authorised by	David Cooper, Headteacher
Pupil premium lead	Ali Beck, Head of Faculty for PE and Health
Governor / Trustee lead	MARIE ASKEY, CHAIR OF GOVERNORS

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£235,980
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£235,980

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make excellent progress, achieve high attainment across the curriculum and leave our school as [respectful, kind and cheerful](#) citizens, able to make a positive contribution to society.

The focus of our pupil premium strategy is to support disadvantaged students but also those classed as vulnerable in other ways (for example Young Carers and those with a social worker) to meet challenging targets and goals – both academically and personally. The core of this approach is high quality teaching with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and for students whose education has been worst affected, including non-disadvantaged students.

A second priority is supporting our most vulnerable students following the intense period of instability caused by the pandemic which has hugely affected their emotional health and well-being, as well as their ability to self-regulate their behaviour. This includes a driving ambition to reinvigorate expectations and motivation for disadvantaged students to attend school, behave in line with expectations and engage in activities to remove barriers to learning.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure that barriers to learning faced by disadvantaged students are identified early and actions are targeted at the point of need
- ensure that teaching is of the highest quality and with equity as its overriding principle
- focus on supporting students to achieve the highest academic attainment and personal goals possible
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance:</b> Pupil Premium students and specifically those eligible for FSM have significantly lower levels of attendance than their peers and are 4 times as likely to be Persistently Absent. Recent attendance data suggests that attendance of disadvantaged students has been over 5% lower than for non-disadvantaged students. When looking specifically at FSM students, this gap increases to over 7%. There is a growing issue for students who are at risk of missing school due to issues with behaviour which impacts the attendance of our most vulnerable students.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf</a> .</p>
2	<p><b>Low levels of literacy:</b> student data indicates that significant numbers of students are below their chronological age for reading. In current Y8, this figure is 74%, in Y9 54% of students are below and in Y10 this figure is 69%. Disadvantaged students are 3 times as likely to be in the below chronological age category. In addition, staff voice has indicated that disadvantaged students lack skill and resilience in completing longer answer written tasks.</p>
3	<p><b>Trauma &amp; Mental Health:</b> our assessments, observations and student voice feedback plus referrals to counsellor and other student support mechanisms (outside agencies such as CAMHS etc) have tripled for disadvantaged students as a result of partial school closures and lockdowns. This manifests itself in anti-social behaviour and lower motivation levels to engage in challenging tasks/lack of resilience. These findings are backed up by several national studies.</p> <p><a href="https://www.mentalhealth.org.uk/sites/default/files/scotland-impacts-of-lockdown-summary.pdf">https://www.mentalhealth.org.uk/sites/default/files/scotland-impacts-of-lockdown-summary.pdf</a></p>
4	<p><b>Low levels of numeracy:</b> The numeracy skills of disadvantaged students are significantly below that of national standards. For example, in 2023 the GL assessment national ranking percentage of year 7 pp pupils were 19% points lower than their non-pp counterparts. (52% compared to 33%)</p>
5	<p><b>Low aspirations and limited opportunities to develop Cultural Capital:</b> Our assessments (including pastoral student voice surveys), observations and discussions with students and families have identified that lack of opportunity during the pandemic (and particularly the periods of lockdown and school closure) have led to a reduction in the ability of students and their families to engage in culturally stimulating activities which support the contextualization of in school learning. This contributes to low aspirations, inability to visualise future prospects due to a lack of career guidance, and a reduction in students' abilities to see themselves as Global Citizens and lifelong learners. These challenges particularly affect disadvantaged students, including their attainment.</p>

## Intended outcomes

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

Intended outcome	Success criteria
Improved attainment among disadvantaged students at the end of KS4, with a focus on increasing % of	By the end of our current plan in 2024/25, 55% or more of disadvantaged students will achieve Grade 4 or above in English and maths (41% in 2022, 32%

students achieving Grade 4 and Grade 5 in English and maths	in 2023) and 30% will achieve Grade 5 in English and maths (26% in 2022, 14% in 2023).
Improved progress among disadvantaged students across the curriculum at the end of KS4, with a focus on raising Progress 8 scores.	By the end of our current plan in 2024/25, 60% or more of disadvantaged students will achieve a P8 score of 0 or higher (41% in 2019)
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>the overall attendance for all students being no less than 92%, and the attendance of students in receipt of FSM to be no less than 87%</li> </ul> the percentage of all students who are persistently absent being below 21% and the figure among disadvantaged students to be no higher than 25%
Improved reading comprehension among disadvantaged students in KS3 & KS4	<ul style="list-style-type: none"> <li>Reading comprehension tests demonstrate that the number of students below chronological reading age is no higher than 10% for any KS3 class. At KS4 - English results improve to +0.2 Progress as a result of better literacy.</li> <li>All exam results improve as reading capability and ability to sustain written work for longer increases, particularly amongst male FSM students.</li> </ul> Teachers of students at all Key Stages should also have recognised this improvement through engagement in lessons and book scrutiny.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged students.</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)

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>Accelerated Reader is in place for KS3 to monitor and encourage greater reading. Training for tutors and all staff in the increase of whole school strategies</p> <p>Specific small group interventions for less confident readers as well as reading programmes such as DISTAR/LEXIA for those below chronological age in reading.</p>	<p>When students are strategically and explicitly exposed to and expected to use the verbal and written Tier 2 and Tier 3 vocabulary, this has been shown to dramatically increase literacy skills. <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>Lower attaining students appear to benefit in particular from the explicit teaching of strategies to comprehend text. <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>Small group reading interventions provide students with an opportunity to close gaps and access curriculum content more easily <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>	1, 2, 5
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>Focus on disadvantaged and SEND students through appropriate deployment of TAs / HLTAs</p>	<p>Research has shown that, specifically in maths, the use of mastery learning techniques has consolidated learning e.g. Numeracy NINJA for KS3 students now used each lesson, new SoW that has a spiral curriculum introduced. <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>The use of digital technologies has been proven to support an individualised approach to learning maths e.g. Dr Frost as a digital tech in place and fully embedded with high level of student engagement. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p> <p>An adapted curriculum for students who are less confident to provide more consolidation on key building</p>	1, 4

	<p>blocks for success with a more personalised and targeted approach to the use of TAs.</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>Incremental coaching for all subject areas to be established through extensive training (resulting in teacher release time) to support key areas of the curriculum with a focus on delivering useful feedback and planning effective learning sequences.</p> <p>Support from the MAT in the form of Subject Lead Specialists in English, Maths &amp; Science plus the support from an external Behaviour Expert will support the shift in behaviour for learning needed to ensure that students are more effective learners.</p>	<p>Planning teaching using specific TLAC strategies (Do Now, Deliberate Practice, Right is Right, Silent Solo etc) as well as improved behaviour for learning through use of whole school expectations of FOCUS and STEPS.</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/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>Adaptation of a varied range of feedback types (in particular targeted use of verbal feedback) has been shown to have a positive impact on learner outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	1, 2, 4, 5

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition and 1:1 mentoring – training, support and payment for these interventions (after school) using school staff and NTP tutors</p>	<p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</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>Some studies have found more positive impacts from mentoring for students from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</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>Small group tuition has an average impact of four months' additional progress over the course of a year. One to one tuition and small group tuition are both effective interventions.</p>	1, 2, 4, 5

	<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/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	
Targeted Literacy and Numeracy Summer School to support Y6 to Y7 transition	<p>Summer schools that include an intensive teaching component such as using small group or one to one approach have higher impacts, on average.</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/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/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a></p>	2, 4, 5
<p>Personalised curriculum for individual students with additional behavioural needs – specifically those caused by lockdowns/school closures/external circumstances.</p> <p>Funding of salaries for In3 staff (bespoke on-site alternative curriculum unit) to include 1:1 mentoring, small group maths, English and Science tuition and mental health support through trained intervention providers.</p>	<p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</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/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</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>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between students.</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/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	ALL
Training, revision guides, software, hardware and online programmes to support independent learning for students affected by self-isolation or other prolonged absences. (e.g. Show My Homework, Dr Frost, Language Gym and the provision of laptops and other equipment as needed)	<p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</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>	ALL

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

Budgeted cost: £ 35,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance incentives based on embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Attendance/support officers and Pastoral Leaders have been appointed and will receive regular training to improve attendance.</p> <p>Software to track attendance purchased (Sol Tracker, Arbor and KKS)</p>	<p>Research shows that to really sustain an improvement in attendance at an individual level, there needs to be support for targeted students. This allows schools to understand and address the specific issues that are blocking individual student attendance and intervene when they start to show signs of falling off track.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	1, 3, 5
<p>Targeted mentoring to support KS4 students to self-regulate behaviours and attitudes to learning via external and internal mentors</p>	<p>There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</p> <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> <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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	ALL
<p>Connect panel referrals (including Regrow, drawing and talking therapy, anger management etc) to arrange both in house and external services to support student wellbeing and to promote their increased participation and attendance. Use of a paid external School Counsellor.</p>	<p>There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</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>	1, 3, 5
<p>Careers and Widening Participation events supported by University Outreach and Careers advisor working with disadvantaged students.</p> <p>Aspirational events and visits to build cultural capital for disadvantaged students,</p>	<p>Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	1, 2, 4, 5



<p>especially those who have not been able to access these during school closures and national lockdowns. School to relaunch the DofE to Year 9 and above to develop resilience, engagement and responsibility. OSF funding to be used to gym, boxing and dance clubs. Cultural capital drop down day to be given priority</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>ALL</p>

**Total budgeted cost: £ £235,980**

## 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 2022 to 2023 academic year.

#### 1. Attendance

2023

Overall attendance- 89.2%. Overall PA- 22.04%

PP att- 83.51% PP PA- 42.86%

Non-PP att- 92.3% Non-PP PA- 22.89%

Our attendance 22-23 was below target for the academic year overall. This was partly because in December the school, like many others in the local area, saw attendance rates plummet as sickness bugs, a Strep A outbreak and Covid saw daily attendance at times drop as low as 65%. There was also a legacy of students in receipt of alternative provision that reduced overall attendance. A sizeable portion of these alternative provision students were disadvantaged students. In Term 3, key students who were classed as persistently absent began working with their Heads of Year in an intervention programme, with small group and 1:1 sessions around the barriers of attendance, and a reward initiative for completing full weeks in school. Just over 50% of these students saw improvements in their attendance, with 30% not classed as 'persistently absent' by the end of the academic year. This emerging initiative is proving more effective than previous used whole group awards, as they are targeting resources directly at those who need support in attending school.

In line with the national picture, the school continues to tackle the challenges of post-pandemic attendance in 2023-24, with robust interventions for families of students not attending. Our Trust's attendance process clearly lays out how poor attendance is highlighted, and how both parents and external agencies are invited to work with the school to improve this. When attendance data is studied each week, disadvantaged students are the first group to be analysed, looking weekly at any concerning drops in attendance and progress in terms of intervention.

In this academic year we have established a whole school intervention referral process labelled 'Connect'. Connect directs all forms of pastoral interventions across the school, with a particular focus on students who are struggling to access or thrive in school. Each weekly Connect panel considers referrals from the pastoral teams, identifying relevant barriers to engagement- there is a particular focus here on disadvantaged students. We have also launched 'in3', a 6-9 week intervention programme to help students succeed in mainstream, with its primary focus on students exhibiting 'emotional school-based avoidance' (EBSA), and most of these students have also been disadvantaged. This centre has offered therapeutic support and a reintegration programme that has successfully reintegrated students into the mainstream.

Our targets to both reduce whole school absence and narrow gaps between disadvantaged and non-disadvantaged students are rooted in the reality of the situation schools face in 2023-24, whilst aspiring to see significant improvements by the end of 2025.

#### 2. Low levels of literacy

We continue to work with our DISTAR corrective reading programme and LEXIA. Students are taught in small groups 3 times per week to embed phonic awareness and understanding. As it is so regular, we have seen a good level of progress. Once they have achieved the required level, they then return to normal lessons to utilise their skills. ST3 also provides small group interventions to support individual literacy

and development and to prepare students for the mainstream curriculum. These are timetabled sessions and replace an option subject. This is for Years 9-11.

We no longer do accelerated reader or guided reading but all students in KS3 have a library lesson to support and develop a love of reading. Going forward there are plans to consider the development of the library and how we promote literacy at the heart of our work to be able to access the curriculum and prepare them for the wide world

### 3. Trauma and mental health

The More Good Days at School programme is being trialled for year 8 and 9 (currently 398 students), which will enable the school to respond in a more trauma informed manner. There are a wide range of interventions in school, including Forest School (currently 27 students), School Counsellor (currently 14 students) amongst others. These students are signposted to be directed to the right provision through the Connect process. We also use the Wilshire Alternative Provision directory to support vulnerable students through short term interventions (currently 29 students). We also have 3 staff trained in emotional school-based avoidance who work closely with all stakeholders to promote consistent attendance and engagement.

### 4. Low levels of numeracy

We have a dedicated Maths tutor, along with several other Maths intervention sessions, with year 11 PP students making up over 40% of our intervention cohort.

### 5. Low aspirations and limited opportunities to develop cultural capital

We have appointed a careers advisor who has prioritised PP students for 1:1 career advice and support. Careers visit for Y7 students to Reading (May 2023) University targeted PP students with low aspirations.

All curriculum-based visits are now 50% subsidised to all PP students to increase engagement and opportunities for exposure to cultural capital. All current Y11 and Y8 PP students engaged on visits in July 2023 (Y11 Wales visit for scientific research and Y8 cultural capital walk in the local area visiting local landmarks). Increased range of activities accessible to PP students through the co-curricular program including a wide range of sporting activities, music clubs, debate clubs, the Crammer Café, Dungeons and Dragons and Warhammer clubs after school. Attendance of disadvantaged students to extracurricular activities is in line with all students. All disadvantaged students in year 7-10 will engage in at least one cultural enrichment experience during the academic year. Senior Leaders meet with targeted PP students in Y11 for mentoring focussing on secure aspiration destinations for PP students.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*We use the SPG for the 32 students who are eligible to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Dedicated Pastoral Leader support in each year group
What was the impact of that spending on service pupil premium eligible pupils?	Student voice reports indicate that students feel supported in school.

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Encouraging attendance at high quality extra-curricular activities (e.g. Duke of Edinburgh) and after-school clubs (including homework club) and positively promoting this to disadvantaged students to enable them to attend. This will focus on building life skills such as confidence, resilience, and developing social skills.
- Ensuring disadvantaged and vulnerable students and their parents understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of student anxiety.
- Providing high quality revision sessions and learning opportunities outside of the school day including during school holidays to support those anxious or struggling to cope with exam-based pressures.
- Parent revision sessions to help them better support their children to work at home
- STOP Parenting classes for invited parents to support them with managing their children's behaviours at home

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, lesson drop ins, student pursuits, work scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students. We also used the EEF's families of schools database to view the performance of disadvantaged students in school similar to ours and work closely with the other schools in our MAT to share and learn from other successful approaches.

We read several books and reports including "Addressing Educational Disadvantage in schools and Colleges – The Essex Way" (edited by Marc Rowland) and "Making kids cleverer" (by David Didau) about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for students.