# 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

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| Detail | Data |
| School name | DEVIZES SCHOOL |
| Number of pupils in school | 875 |
| Proportion (%) of pupil premium eligible pupils | 33% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2021/2022 to 2024/2025 |
| Date this statement was published | 31st December 2024 |
| Date on which it will be reviewed | 01.11.2025 |
| Statement authorised by | David Cooper, Headteacher |
| Pupil premium lead | Dan Fiddament, Deputy Headteacher |
| Governor / Trustee lead | Mark Warne |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 244,600 |
| Recovery premium funding allocation this academic year | £ |
| 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 | £244,600 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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](https://www.devizesschool.co.uk/about/vision-values) 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.

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| Challenge number | Detail of challenge |
| 1 | **Attendance:** 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. <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf> . |
| 2 | **Low levels of literacy:** student data indicates that significant numbers of students are below their chronological age for reading. In current Y8, this figure is 38%(56% for disadvantaged), in Y9 31%(45% for disadvantaged) of students are below and in Y10 this figure is 36% (56% for disadvantaged). Disadvantaged students more 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. |
| 3 | **Trauma & Mental Health:** our assessments, observations andstudent voice feedback plus referrals to counsellor and other student supportmechanisms (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. (<https://www.mentalhealth.org.uk/sites/default/files/scotland-impacts-of-lockdown-summary.pdf>) |
| 4 | **Low levels of numeracy**: 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 8.8 points lower than their non-pp counterparts. (Mean SAS values) |
| 5 | **Low aspirations and limited opportunities to develop Cultural Capital:** 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. |

## 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.

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| Intended outcome | Success criteria |
| Improved attainment among disadvantaged students at the end of KS4, with a focus on increasing % of students achieving Grade 4 and Grade 5 in English and maths | 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% in 2023 and 46% in 2024) and 30% will achieve Grade 5 in English and maths (26% in 2022, 14% in 2023 and 25% in 2024). |
| 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 2019,46% in 2023, 47% in 2024) |
| To achieve and sustain improved attendance for all students, particularly our disadvantaged students. | Sustained high attendance from 2024/25 demonstrated by:   * 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%   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 | * 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. * All exam results improve as reading capability and ability to sustain written work for longer increases, particularly amongst male FSM students.   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:   * qualitative data from student voice, student and parent surveys and teacher observations. * a significant increase in participation in enrichment activities, particularly among disadvantaged students. |

## 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*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Improving literacy in all subject areas in line with recommendations in the EEF [Improving Literacy in Secondary Schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4) guidance.  NGRT assessments in place for KS3 to monitor and encourage greater reading.  Student expectation in KS3 of 15 minutes reading each day, this is monitored in weekly reading lesson, supported by LRC leader  Training for tutors and all staff in the increase of whole school strategies  Reading programmes DISTAR/LEXIA for those students whose reading age is significantly below chronological age to support confidence and fluency  Additional support for those who have reading ages below chronological age via VIth form reading buddies (Y7 and 8), 1:1 reading support (Y9) and small group reading support to develop comprehension (Y10 and 11)  Lesson routines include chanting of tier 3 vocabulary to develop the understanding of key subject terminology and oracy skills | 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.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4>  Lower attaining students appear to benefit in particular from the explicit teaching of strategies to comprehend text.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>  Small group reading interventions provide students with an opportunity to close gaps and access curriculum content more easily  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies> | 1, 2, 5 |
| Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.  Focus on disadvantaged and SEND students through appropriate deployment of TAs / HLTAs | 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. End of lesson routines for KS3 students include timetable chants.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning>  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.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction>  An adapted curriculum for students who are less confident to provide more consolidation on key building blocks for success with a more personalised and targeted approach to the use of TAs.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 1, 4 |
| Staff expertise in curriculum delivery enhanced through CPD program and regular self evaluation via learning walks and professional dialogue. | 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.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions>    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.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback> | 1, 2, 4, 5 |

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

Budgeted cost: £ *100,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Year 11 after school program provides additional subject specialist support for exam preparation  During exam periods Y11 students receive exam revision sessions directly before exams to support recall of key facts and improve examination technique  Small group tuition and 1:1 mentoring – training, support and payment for these interventions (after school) using school staff and subject specialist tutors  Y11 students receive additional support in Tutor time with subject specialists to receive additional English, maths and science support  Approximately 80 Y11 students receive small group additional support for English and maths, (50% of these are PP students)  KS3 PP students receive additional English and maths support in small groups with specialist tutors  Academic mentoring from Senior leaders and pastoral staff to support academic progress of pupil premium students across all year groups | 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.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time>  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.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring>  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.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation> | 1, 2, 4, 5 |
| Targeted Literacy and Numeracy Summer School to support Y6 to Y7 transition | Summer schools that include an intensive teaching component such as using small group or one to one approach have higher impacts, on average.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools> | 2, 4, 5 |
| Personalised curriculum for individual students with additional behavioural needs or external circumstances  Funding of salaries for In3 staff (bespoke on-site alternative curriculum unit with a particular focus on EBSA students) to include 1:1 mentoring, small group teaching and therapeutic well-being exercises to support transition into mainstream community | 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.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring>  The evidence indicates that there is particular promise for approaches that focus on improving social interaction between students.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 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. Satchel one, Tassomai, Sparx Maths Dr Language Gym and the provision of laptops and other equipment as needed)  Lunchtime and after school provision for students to support completion of home learning and independent study where access to IT may be an issue at home. | Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework> | ALL |

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

Budgeted cost: £ *44,600*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Attendance incentives based on embedding principles of good practice set out in DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.  Attendance/support officers and Pastoral Leaders have been appointed and will receive regular training to improve attendance.  Software to track attendance utilised (Excel tracker, Arbor and KKS) | 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.  <https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities> | 1, 3, 5 |
| Targeted mentoring to support KS4 students to self-regulate behaviours and attitudes to learning via external and internal mentors | There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation> | ALL |
| Connect panel referrals (including Regrow, drawing and talking therapy, anger management , ELSA, mental health teams and access to mentors/alternative pathways) 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. | There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 1, 3, 5 |
| Careers and Widening Participation events supported by University Outreach and Careers advisor working with disadvantaged students.  Dedicated careers advisor available for one-to-one appointments and wider career event planning.  Careers focus of assemblies and tutor periods to raise aspiration and update students on local job market information.  Career fairs for year 11 students to improve connectivity between students and employers in the local area, including local colleges, armed forces and emergency services.  Aspirational events and visits to build cultural capital for disadvantaged students, especially those who have not been able to access these during school closures and national lockdowns. PP students are eligible for 50% reductions on curriculum based visits to increase participation.  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  Year 7 residential event for students to settle into new groups and develop stronger bonds with staff. Giving students the opportunity for outdoor activities, and team building. | 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.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation> | 1, 2, 4, 5 |
| Contingency fund for acute issues. | 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. | ALL |

**Total budgeted cost: £ £244,600**

# 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.

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| 1. Attendance 2023-24   Overall attendance- 88.7%. Overall PA- 29%  PP att- 79.3% PP PA- 52.6%  Non-PP att- 91% Non-PP PA- 21.8%  Our attendance 23-24 was below target for the academic year overall, and slightly worse than in 2022-23. THe schools saw an increase in Spring absence during term 5 unlike previous years, as well as a significant increase in term time holiday in the summer term. There is also a minority of students, many of them pupil-premium, who were either refusing to attend school or in receipt of mental health support that affected their attendance.  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 under 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.  The number of reduced timetables for students was cut back significantly over the academic year (by over 80%). This did see some attendance improvements but also some challenges with non-engaging individuals who were often in receipt of pupil premium.    In line with the national picture, the school continues to tackle the challenges of post-pandemic attendance in 2024-25, in line with the latest statutory guidance. 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. This has included the introduction of a new stage to the process where a formal attendance panel is held to bring families into school to discuss their child’s attendance barriers and form a contract short of taking legal action.  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. Our attendance intervention programme had a 73% success rate with students who reached stage 3, but only 40% success rate at stage 1, leading us to make sure that in 2024-25 we move through the stages more swiftly to provide effective support for families.    Our whole school intervention referral process known as ‘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 also use our ‘In3’ centre top provide 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.   1. 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. We liaise closely with parents to inform them of progress and engagement so this can be discussed at home to support further development. 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     1. Trauma and mental health   There are a wide range of interventions in school, including Forest School, School Counsellor and Drawing and Talking Therapy being offered to support our students. These students are signposted to be directed to the right provision through the school’s internal Connect referral process to ensure swift responses to the needs of our individual students. We also signpost and refer our young people to external agencies e.g. Mental Health Support Team and CAMHS where necessary and contribute to meetings to support them and their families. We also have staff trained in emotional school-based avoidance who work closely with all stakeholders to promote consistent attendance and engagement. The work of our In3 reintegration centre also supports this area of need in our school.     1. Low levels of numeracy   We have a dedicated Maths tutor, along with several other Maths intervention sessions, with year 11PP students making up over 40% of our intervention cohort. The KS3 maths curriculum has added levels of detail, in order to help all learners make progress. There are clear links to National Curriculum descriptors, clear statements of success criteria, and most importantly, clear reference to pre-requisite knowledge, which allows teachers to adapt their lessons to the needs of their learners. Do Now activities always contain an element of basic fluency knowledge that every pupil needs to master. Likewise, basic skills like timetables form part of chanting at the end of lessons. The You Do phase of lessons will contain fluency style questions, allowing pupils to practice skills and knowledge, before applying their knowledge to reasoning and problem solving questions. Teachers use assessment data (SATS, GL assessments), to identify learners with low levels of numeracy to know who are the first attenders.   1. 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 (including visits to the theatre, STEM experience days and field trips). All current Y11 and Y8 PP students engaged on curriculum visits in 2023 (Y11 scientific research trip to Wales and the Y8 cultural capital walk, visiting landmarks in the local area). Trips such as the KS4 trip to the Portsmouth Royal Navy base (September 2024) and Y8 F1 Williams visit (October 2024) had 100% PP attendance. Trips in 2024-2025 have seen an average attendance by PP students of 83%. Increased range of activities accessible to PP students through the co-curricular program including a wide range of sporting clubs and fixtures, music clubs, debate clubs, creative writing, the Crammer Café, Dungeons and Dragons and homework 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 securing aspiration destinations for PP students for their post-16 journey. |

## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

*We use the SPG for the 35 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. One teaching member of staff and one support member of staff meet with SPP students and support with both academic and pastoral matter as required.*

# Further information (optional)

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| **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](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) 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. |