

## Pupil premium strategy statement - 2024 – 2027

This statement details our school's use of pupil premium funding (and recovery premium for the previous academic year) 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	Penwortham Priory Academy
Number of pupils	748
Proportion (%) of pupil premium eligible pupils	27.81%
Academic year or years covered by statement	Dec 2024 – July 2027
Date this statement was published	December 20th 2024
Date on which it will be reviewed	December 20th 2025
Statement authorised by	M. Eastham, Principal
Pupil premium lead	L. Cowell, Vice Principal
Governor Trustee lead	R. Lancaster

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£204,225
Recovery premium funding allocation this academic year	£0
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	£204,225

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate objectives for our disadvantaged pupils are that they learn to succeed, make at least good progress, and leave Penwortham Priory Academy equipped with the right skills and attitudes to help them succeed in life, contribute positively to society, and go on to further education, employment, or training.

The focus of our pupil premium strategy is to support all our disadvantaged students to achieve the objectives above, irrespective of any challenges they face. We will always consider the needs of vulnerable students, such as those who are 'looked after children', those with a social worker, those who are young carers, those who have parents within the armed forces; those with any period of disadvantage since the start of school age; and those who join us as transients. Activities outlined in this strategy are also intended to support pupils' needs, regardless of whether they are disadvantaged or not, and irrespective of their starting point, whether they have SEND needs and/or are higher prior attainers.

The key principle at the heart of our strategy plan is to ensure that high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils 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 pupils in our school. Implicit in the intended outcomes detailed below, is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approaches will

- be based on diagnostic assessment of data, not assumptions about the impact of disadvantage
- be research based and evidence informed
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified.
- be adopted as a whole school approach in which all staff take responsibility for disadvantaged pupils' 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
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1	<p><u>Attendance</u> Using comparable annual and monthly data sets, we can see that the gap between attendance of the non-disadvantaged and disadvantaged pupils was narrowing and almost closed pre-pandemic. The gap widened again post pandemic, but we are seeing an improvement again over time. This continues to be an area of focus as pupils receiving FSM are more highly represented in the 'persistent absence' and 'significant absence' figures than their non-disadvantaged peers. (Absence is more notable in Years 9 and 11 than other year groups currently - Dec 2024).</p> <p>We have employed an attendance officer for 2 days a week and their specific caseload is those pupils who receive FSM, but are below 90% attendance. This strategy is proving fruitful as attendance for this group has risen by 3% since its inception.</p>
2	<p><u>Reading</u> Disadvantaged pupils consistently make up a significant proportion of the weakest readers in school, with representation increasing in higher year groups (particularly Year 9 boys). This can impact their progress across a range of subjects.</p> <p>On entry, disadvantaged pupils are just over 2 ½ times more likely to have significant reading weaknesses than their non-disadvantaged peers.</p> <p><b>Weakest (we categorise these as RED) readers on entry:</b> In Sept 2024, 43% of the weakest readers were disadvantaged pupils.</p> <p><b>Weaker (we categorise these as AMBER) readers on entry:</b> In Sept 2024, 24% of the weaker readers were disadvantaged pupils.</p> <p>Of the above, boys make up a more significant proportion than girls. We are addressing this through small group intervention.</p>
3	<p><u>Maths attainment</u> Outcomes for disadvantaged pupils in Maths were positive in 2019 (0.07) and 2022 (0.08), but dropped in the 2023 summer series (-0.5) and were then similar in 2024 (-0.55). A stable positive trend has not yet been established.</p> <p>To give some context, we had a number of disadvantaged pupils who, despite significant intervention from pastoral teams and external agencies, did not sit exams in the 2023 and 2024 series, and these significantly impacted the results.</p> <p>Diagnostic assessments suggest that pupils struggle with basic numeracy skills on entry. Collaboration with primary feeder schools has</p>

	shown similar trends in their data.
4	<p><u>English Language and Literature attainment</u> Outcomes for disadvantaged pupils in English were positive in 2019 (0.46), but dropped in the 2022 summer series (-0.51) and have shown a decline since – 2023 (-0.96) and 2024 (-1.06)</p> <p>To give some context, we had a number of disadvantaged pupils who, despite significant intervention from pastoral teams and external agencies, did not sit exams in the 2023 and 2024 series, and these significantly impacted the results.</p>
5	<p><u>Behaviour</u> Whilst suspensions within the school have dropped annually since 2022, the numbers of disadvantaged pupils suspended rose between 2023 and 2024. However, this is reflective of our revised behaviour for learning policy. We still strive to reduce the numbers of all pupils suspended, but especially disadvantaged pupils.</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 attendance for pupils receiving FSM	Disadvantaged pupils attend school regularly and attendance data equals or betters national data. There is a reducing in-school gap between the disadvantaged and non-disadvantaged cohort.
Improved reading comprehension skills among disadvantaged pupils.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a reducing disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Pupils must reach age-related expectations in reading rapidly when a need is identified. Teachers should also recognise this improvement in lessons, work and ability to access texts.
Decrease and aim to close the % gap in Maths attainment	KS4 outcomes demonstrate a sustained positive trend, and disadvantaged pupils achieve in line with their non disadvantaged peers.
Decrease and aim to close the % gap in English attainment	KS4 outcomes demonstrate a sustained positive trend, and disadvantaged pupils achieve in line with their non disadvantaged peers.
Improved behaviour and self-regulatory skills, and improved engagement among disadvantaged pupils across all subjects.	Teacher reports, class observations and behaviour data suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by data showing that disadvantaged pupils are no more likely to be removed from lesson for poor behaviour, or suspended than their disadvantaged peers. Disadvantaged pupils are increasingly represented in extracurricular

	activities and the receiving of rewards and awards.
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## 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: **£140,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing use of reading programmes, reciprocal reading strategies and disciplinary reading.	Reading comprehension strategies can have a positive impact on pupils' ability to understand texts in all subjects.  With enhanced understanding, we would hope to see a positive impact on attendance as pupils who are more confident readers, are more likely to be confident to attend school and engage.  <a href="#">Reading comprehension strategies   EEF</a>	1, 2, 4

<p>Enhancing use of IDL Literacy, Bedrock and Reading Plus to inform interventions.</p>	<p>Teaching pupils to read as well as possible produces advantages for the individual. Without reading, it is much more difficult to access written information, on paper or online. Those who cannot read are also excluded from most social media. Crucially, being unable to read significantly narrows the range of work and life opportunities a person can access.</p> <p>Reading benefits society, too, both economically and socially.</p> <p>In social terms, better reading might enhance opportunities for individuals to become more engaged politically, increase their tolerance and involve them in their communities more effectively.</p> <p><a href="#">The reading framework</a></p> <p>Small group tuition with one teacher, trained teaching assistant or tutor working with two to five pupils together in a group can focus exclusively on a small number of learners to provide support to lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 4, 5</p>
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<p>Developing our in school strategy termed ‘Everybody Reading’ where students regularly read appropriate challenging texts.</p>	<p>Reading comprehension strategies can have a positive impact on pupils’ ability to understand a text. Staff using reciprocal reading strategies will enhance this experience for pupils</p> <p><a href="#">Reading comprehension strategies   EEF</a></p> <p>Evidence suggests that Oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied at school, and when they involve active and meaningful use of any new vocabulary. The Everybody Reading approach will model inference through the use of structured questioning.</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2,4</p>
<p>Enhancing the reading culture and ethos across the curriculum, augmenting the reading that is already in SOL, and further developing literary events.</p> <p>We will look to collaborate with other schools on their approaches to reading.</p> <p>We will use Reading Plus for intervention.</p> <p>We will provide additional small libraries to the main library.</p> <p>We will introduce ‘First Chapter Friday’ to excite and add interest for pupils to encourage wider reading.</p>	<p>Recent UK research highlights a significant decline in children’s reading enjoyment, reaching its lowest level in almost two decades. Over half (56%) of children and young people aged 8 to 18 report not enjoying reading in their free time, with levels of enjoyment particularly low among children from disadvantaged backgrounds.</p> <p><a href="https://literacytrust.org.uk/news/childrens-reading-enjoyment-at-lowest-level-in-almost-two-decades/?saved#cookies-form">https://literacytrust.org.uk/news/childrens-reading-enjoyment-at-lowest-level-in-almost-two-decades/?saved#cookies-form</a></p> <p>Despite this decline, studies indicate that fostering a strong reading culture in schools can lead to improved student outcomes. Regular reading is associated with higher scores in reading assessments, enhanced text comprehension, grammar, and increased general knowledge.</p> <p>A strategic focus on reading for pleasure, especially in key stage 3, has</p>	<p>2</p>



	<p>been shown to boost student outcomes and enhance well-being. <a href="#">reading_for_pleasure.pdf</a></p> <p><a href="#">Reading for pleasure and its impact on student outcomes schools education classroom teachers teaching books Open University CPD</a></p> <p>Additionally, schools that effectively identify and support struggling readers through targeted teaching have demonstrated success in improving reading skills.</p> <p>Developing a reading culture in schools offers numerous benefits, including exercising the brain, enhancing vocabulary, improving concentration, and preparing students for academic success across the curriculum.</p> <p><a href="#">The reading framework - GOV.UK</a></p>	
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<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>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:  <a href="#">Improving Literacy in Secondary Schools</a></p> <p><a href="#">The reading framework - GOV.UK (www.gov.uk)</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English:  <a href="#">word-gap.pdf (oup.com.cn)</a></p> <p>Insisting on the use of tier 2 and tier 3 vocabulary in spoken and written work, enhancing pupils' understanding of prefixes and suffixes and use resources such as Frayer models and PiXL unlock improves pupil literacy.</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2,3,4</p>
<p>Enhancing our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance and Ofsted's Maths Research Review.</p> <p>We will continue to fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Teaching mathematics at key stage 3 - GOV.UK</a></p> <p><a href="#">Research review series: mathematics - GOV.UK</a></p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex</p>	<p>3</p>

mental models:  
[KS2 KS3 Maths Guidance 2017.pdf](#)

<p>We will continue to facilitate cross-phase work with our feeder primary schools. This will include our staff going into schools to teach some Yr 5 lessons, and primary teachers visiting Priory.</p>	<p><a href="#">f (educationendowmentfoundation.org.uk)</a></p> <p>The Maths team are engaged in CPD on Mastery. The EEF states that the effects are higher in mathematics and science (+6 months) than reading (+3 months).</p> <p><a href="#">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Collaboration with feeder primary schools has shown areas for improvement as: ordering negative numbers, finding the perimeter of rectangles and simple shapes, multiplying using place value and dividing by remainder.</p> <p>We continue to invest in SPARX for Maths homework as it provides personalised intelligent practice, proven to boost student grades. <a href="#">Sparx Maths</a></p>	
<p>Enhancing the support for English incl. recruitment of new staff and collaboration with high performing departments in this and other schools.</p> <p>We will ensure that our curriculum is aligned with the research summarised in the Ofsted Research Review of English</p>	<p>Enhanced support and collaboration will drive changes that need to be made to drive up outcomes</p> <p><a href="#">Research review series: English - GOV.UK</a></p>	4

<p>Investing in digital technology for use in the classroom.</p>	<p>We will provide banks of laptops in the classroom to enhance the teaching and learning experience for all and ensure equity of access.</p> <p><a href="#">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 3, 5</p>
<p>Teaching and delivering lessons through metacognitive modelling as part of our 7 Principles of Great Teaching and Learning.</p>	<p>Metacognitive and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.</p> <p>It is felt that to give children these skills will enhance their feelings of belonging in the school community and give them more self-regulatory skills which, whilst useful in the academic / learning setting of a classroom, will also help them to self-regulate behaviours which may reduce the frequency of behaviour that leads to removal.</p> <p><a href="#">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5</p>
<p>Providing teaching staff with high quality, research informed whole school and subject based CPD.</p> <p>In 2024-2025, this to include whole school focus on Feedback and Assessment, Disciplinary Literacy, Oracy and Digital Transformation, and subject based CPD.</p> <p>Supporting in their development through an instructional coaching model and personalised teacher development plans.</p>	<p>At least one and often more staff are undertaking each of the NPQs to enhance practice.</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom</p>	<p>1,2,3,4,5</p>

<p>Engaging in NPQs and having staff who are delivering the Early Career Framework.</p>	<p>practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD.</p> <p>Funding will be allocated to release staff to attend training.</p> <p><a href="#">Effective Professional Development   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	
<p>Engaging in high quality professional development opportunities focused on PP strategies, Attendance and Behaviour.</p>	<p>Supporting high quality professional development for teachers and pastoral staff is pivotal in improving children’s outcomes.</p> <p><a href="#">Improving Behaviour in Schools   EEF</a></p> <p><a href="#">Working together to improve school attendance - GOV.UK</a></p> <p><a href="#">Effective Professional Development   EEF</a></p>	<p>1,2,3,4,5</p>
<p>Inviting quality assurance visits and audits by external parties to ensure we are doing everything we can do to address known issues.</p>	<p><a href="#">Improving Behaviour in Schools   EEF</a></p> <p><a href="#">Working together to improve school attendance - GOV.UK</a></p>	<p>1, 5.</p>

Retaining staff	<p>Retaining highly experienced staff is essential to the development of key areas of the school and the inspection framework.</p> <p>Allowing more flexibility such as through part time contracts, makes sure teaching remains an attractive career as lifestyles and aspirations change.</p> <p>Creating a culture where staff wellbeing and workload are addressed positively will serve to retain staff too.</p> <p><a href="http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342222/Teacher_recruitment_and_retention_strategy.pdf">Teacher recruitment and retention strategy - GOV.UK (www.gov.uk)</a></p>	1,2,3,4,5
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing a 'Culture and Reflection' room manned by a pastoral manager</p>	<p>Understanding a pupil's context will inform effective responses to misbehaviour.</p> <p>Teaching learning behaviours will reduce the need to manage misbehaviour.</p> <p>Targeted approaches may be needed to meet the needs of individuals and the 'Culture and Reflection' room may provide those approaches.</p> <p><a href="#">Improving Behaviour in Schools   EEF</a></p>	<p>5</p>
<p>Providing high quality reading interventions.</p>	<p>Small group tuition with one teacher, trained teaching assistant or tutor working with two to five pupils together in a group can focus exclusively on a small number of learners to provide support to lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2</p>

<p>Enhancing our use of digital technology to a) ensure that pupils can access the curriculum at home, when necessary, b) teachers and pupils use digital technologies to enhance their educational experiences in school.</p>	<p>Broadly speaking, technology can be beneficial for pupils, but it depends on a range of factors including the context, the subject area, the content, the pedagogy, access to technology, training/support, the length of the intervention and how it is integrated with other classroom teaching.</p> <p>We will aim to provide all those disadvantaged pupils who need technology to access learning from home, are provided with this.</p> <p>Staff use of digital technologies to enhance learning will ensure continuity for any child missing education for any reason.</p> <p><a href="#">Using Digital Technology to Improve Learning   EEF</a></p>	<p>1, 2, 3, 4</p>
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	<p><a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	
<p>Providing self-esteem classes</p>	<p>Acting to improve the self-esteem of adolescents can positively impact on their academic progress</p> <p><a href="#">Microsoft Word - 1. Self Esteem FullPaper (ssrn.com)</a></p> <p><a href="#">Rosenberg Self Esteem Scale (growing-self-esteem.com)</a></p>	<p>5</p>



<p>Mentoring – both academic and pastoral. More specifically, we will ask school support staff to act as reading buddies and pastoral and assign senior staff to specific pupils who may need more support.</p>	<p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p>The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment.</p> <p><a href="http://educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,5</p>
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: **£29,225**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Embedding principles of good practice set out in DfE’s <a href="#">Improving School Attendance</a> advice.</p> <p>An assistant head working full time as a member of the pastoral team to engage families and build bridges.</p> <p>Staff trained as mental health first aiders.</p> <p>Continuing to support the emotional wellbeing of all our pupils including those who are disadvantaged.</p> <p>Training the Lead Practitioner for Personal Development to take on the role of careers advisor and prioritise appointments for disadvantaged pupils.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. DfE’s <a href="#">Improving School Attendance</a> advice</p> <p><a href="#">Working together to improve school attendance - GOV.UK</a></p> <p>Counselling within secondary schools has been shown to bring about significant reductions in psychological distress in the short term, and to help young people move towards their personal goals. Early intervention can help prevent worries and anxiety escalating into more serious mental health issues.</p> <p><a href="https://assets.publishing.service.gov.uk/gov/ernment/uploads/system/uploads/attachment_data/file/497825/Counseling_in_schools.pdf">https://assets.publishing.service.gov.uk/gov/ernment/uploads/system/uploads/attachment_data/file/497825/Counseling_in_schools.pdf</a></p> <p>Research from the EEF states that “impartial career guidance, is key to supporting young people’s transitions into education, training and employment” They also point out that “Young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career” <a href="#">Careers education   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>
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<p>Providing uniform, PE kit, transport and any other necessary sundries that prove barriers to attendance.</p> <p>We will continue to provide ingredients for Food Technology lessons as necessary.</p>	<p>Young people may be unable to engage in services because their basic needs are not being met, through a lack of access to food, money and technology. Providing for young people's basic needs can also help to build a positive relationship with families and communities, which can support better engagement with young people as well.</p> <p><a href="https://youthendowmentfund.org.uk/YEF-Insights-Brief-1-Engaging-young-people-during-the-COVID-19-pandemic-FINAL.pdf">YEF-Insights-Brief-1-Engaging-young-people-during-the-COVID-19-pandemic-FINAL.pdf</a> (<a href="https://youthendowmentfund.org.uk">youthendowmentfund.org.uk</a>)</p>	<p>1</p>
<p>Providing and facilitating opportunities for pupils to engage in the wider offer of the school through the extracurricular offer, Priory Pledge, positions of responsibility, trips and visits, etc.</p>	<p>Pupils who feel they belong are more likely to attend school regularly and be an active, positive and committed member of the school community.</p> <p><a href="https://www.gov.uk/government/collections/working-together-to-improve-school-attendance">Working together to improve school attendance - GOV.UK</a></p>	<p>1</p>

<p>Using counselling services, and early intervention for vulnerable pupils e.g. through 1:1 counsellors, Compass Bloom, etc.</p>	<p>Interventions for secondary age pupils tend to be more effective (+5 months)</p> <p>Interventions which focus on improving social interaction tend to be more successful (+6 months)</p> <p><a href="https://www.educationendowmentfoundation.org.uk/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>
<p>Providing an annual summer school for our incoming Yr 7 pupils</p>	<p>This will predominantly be to ease transition for all pupils but has served to particularly aid those who are at risk of becoming EBSA pupils as the social aspect of meeting new friends and getting used to a new environment in a fun and friendly way has proved invaluable since we started the free summer schools.</p> <p>Including additional non-academic activities such as sports, arts or cultural enrichment are valuable in their own right and can offer opportunities to pupils from low-income households who may not otherwise be able to afford them. A mix of activities has helped to promote engagement and take up of our summer school so that two thirds or more of the incoming year group attend annually.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/">Summer schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>6</p>

**Total budgeted cost: £ 278,933**

## 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 academic years 2022-2023 and 2023-2024.

Overall P8 for disadvantaged pupils was -0.77 in 2023 and -0.76 in 2024 which shows that our overall outcomes for disadvantaged pupils are not yet improving and we must continue our focus on the areas identified for improvement.

Progress in relation to challenges identified

#### Challenge 1: Attendance

Attendance of disadvantaged pupils improved by 2% between 2023 (82%) and 2024 (84%)

Attendance of disadvantaged pupils remains a priority. Challenges around wellbeing and mental health remain significantly higher than before the pandemic and this is having a direct impact on attendance. This was most noticeable in the Yr. 11 cohort of 2023-2024 and again in the current Yr. 11.

#### Challenge 2: Reading

We were able to buy Reading Plus as an intervention package predominantly aimed at KS3 and began using this in earnest in 2023-2024. This showed significant impact:

	January 2024	July 2024
% of KS3 classed as weakest readers ( <i>identified as readers who are more than 2 yrs below their age related expectations</i> )	26%	15% = improvement of 11%
% of KS3 at or above age-related expected reading age	42%	57% = improvement of 15%

All pupils in KS3 now receive a weekly English lesson dedicated to reading using this package. With the help of Reading Plus, we are able to provide further targeted intervention than we have previously.

All subjects have engaged with 'EEF Improving Literacy in Secondary Schools' and as a result assimilated Disciplinary Literacy strategies into their curriculum. There is a heightened emphasis on reading within subjects and across the school.

We were able to refine the delivery of our Everybody Reading strategy. There is a working party dedicated to enhancing the reading culture and experiences in school.

### **Challenge 3: Maths attainment**

The data below shows that Maths Progress 8 for disadvantaged pupils was positive in 2022 but dropped and has stabilised albeit as a negative value since. We aim to return to at least a P8 of 0, but aim for better.

Progress 8 for Disadvantaged Pupils Maths:

2022	2023	2024
+0.08	-0.50	-0.55

This continues to be a focus.

### **Challenge 4: English attainment**

The data below shows that English Progress 8 for disadvantaged pupils is in decline and remains an urgent priority.

Progress 8 for Disadvantaged Pupils in English:

2022	2023	2024
-0.51	-0.96	-1.06

There is a well documented support plan in place for recovery. There have been significant changes in English over the past year in leadership, curriculum and pedagogy which we are confident will produce better outcomes in 2025.

### **Challenge 5: Behaviour**

We use a 'warn, move, remove' system for behaviour. Data shows that for comparable time periods Sept to Dec 2022 vs 2023, % of PP pupils warned was similar however, % of PP pupils moved or removed halved in 2023 and this was similar in 2024. Internal isolations decreased significantly in line with this drop.

Suspensions is an area of focus as in 2024, 48% of all those suspended were disadvantaged pupils which was just over a third more pupils than had previously

been recorded in this data, however, many can be attributed to a small minority of pupils who were suspended more than once. We want to reduce this percentage significantly whilst also continuing to reduce suspensions overall.

## 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*

<b>Programme</b>	<b>Provider</b>
Bedrock	
Reading Plus	
IDL	
Sparx Maths	
White Rose Maths	
Seneca Learning	



## Further information (optional)

We are proactive in seeking out support to address issues e.g. we are working with CEO of Inclusive Attendance, Wayne Harris, to promote a conference to all local schools – “ Empowering Schools to Build an Attendance Culture” in Feb. 2025.

We are working with feeder primary schools on a variety of working parties. Our Curriculum working party seeks to make the transition from primary to secondary more seamless by ensuring that we know what is taught when and why at each key stage. We have also offered expertise, facilities, staff and resources to enhance the primary curriculum.

Our Digital Technologies working party seeks to share the best of our knowledge about the use of Microsoft Teams as, during the pandemic, we were able to successfully provide high quality live learning online for all our pupils.

Our Sports Partnership initiative seeks to support Sports for our feeder primaries in whatever guise they deem necessary.

We are increasing access to experiences that add breadth to the curriculum offer for all pupils through DofE, leadership roles, trips and visits, extra-curricular clubs. Disadvantaged pupils will be encouraged and supported to participate.

Our personal development programme has been enhanced to provide even further breadth, opportunity and recognition for engagement.

We have been able to expand our pastoral services from September 2023.

All staff are informed about support offered to our disadvantaged pupils and their roles and responsibilities are communicated in meetings.

We monitor behaviour of disadvantaged pupils through Arbor. We use appropriate strategies to support these students and disseminate to teachers/parents to ensure a coherent approach.

We provide a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities such as sporting teams, various clubs, drama, theatre trips, cultural visits and activities such as The Duke of Edinburgh’s Award. These all develop life skills such as confidence, resilience, and socialising, not to mention enhancing cultural capital. Disadvantaged pupils are encouraged and supported to participate. The SLT Take an active role in monitoring the climate for effective learning of disadvantaged pupils by visiting lessons and talking to students about their progress.

Governors are regularly updated on the progress of disadvantaged pupils. Governors interrogate data and challenge relevant staff on the past/present progress of disadvantaged pupils (including gaps). Disadvantaged pupils are actively discussed at Curriculum Standards committee meetings

In planning our Pupil Premium Strategy we have used the EEF's  
[EEF Implementation Guidance Report 2019.pdf](#)  
([educationendowmentfoundation.org.uk](http://educationendowmentfoundation.org.uk))