

# Pupil premium strategy statement – Ormiston Sir Stanley Matthews Academy

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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail   | Data                           |
|--|--------------------------------|
| Number of pupils in school   | 1196                           |
| Proportion (%) of pupil premium eligible pupils  | 40.05%                         |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> ) | 2024/2025 to 2026/2027         |
| Date this statement was published  | December 2024                  |
| Date on which it will be reviewed  | June 2025                      |
| Statement authorised by  | <i>K Hassall, Principal</i>    |
| Pupil premium lead   | <i>J Croft, Vice Principal</i> |
| Governor / Trustee lead  | <i>Gemma Ash</i>               |

## Funding overview

| Detail  | Amount             |
|---|--------------------|
| Pupil premium funding allocation this academic year       | £510,031.42        |
| Pupil premium funding carried forward from previous years | £0.00              |
| <b>Total budget for this academic year</b>                | <b>£510,031.42</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

At Ormiston Sir Stanley Matthews Academy, our core purpose is to create a safe place where all students can learn, thrive, and achieve no matter their background.

We aim to ensure that disadvantaged students are supported to achieve outcomes that are in line with all other students and to achieve a progress 8 of 0 or better by 2027. We will identify and aim to remove barriers so that students can achieve and strive for equality in every aspect of school life.

Key focus areas for our strategy:

- To identify and remove barriers to student success and aspiration with a view of closing the gap between pupil premium students and their peers, mitigating academic and wider contextual factors to accelerate their success as students.
- To ensure we have a curriculum that is both ambitious and relevant to our context that allows students to gain the knowledge and understanding needed to thrive both within and beyond their school life.
- To ensure that high quality teaching is at the heart of what we do to close the attainment gap. Implicit in the intended outcome detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside the progress of their disadvantaged peers.
- To create a culture of achievement regardless of background where the response to needs are identified through diagnostic assessments and not assumptions about the impact of disadvantage.

## Challenges

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

| Challenge number   | Detail of challenge   |                                   |                           |                                   |                           |               |      |      |        |               |                           |       |      |          |    |      |      |                             |       |       |       |                             |       |       |       |                   |      |       |       |                   |      |       |       |                |       |       |       |                                 |      |      |      |  |     |     |     |                                       |     |     |     |                              |     |     |     |
|--|---|-----------------------------------|---------------------------|-----------------------------------|---------------------------|---------------|------|------|--------|---------------|---------------------------|-------|------|----------|----|------|------|-----------------------------|-------|-------|-------|-----------------------------|-------|-------|-------|-------------------|------|-------|-------|-------------------|------|-------|-------|----------------|-------|-------|-------|---------------------------------|------|------|------|--|-----|-----|-----|---------------------------------------|-----|-----|-----|------------------------------|-----|-----|-----|
| 1  | <p>Students are not currently making progress at or above the national level. Within this, there is a significant gap in progress and attainment between disadvantaged students and non-disadvantaged students. (School P8 -0.65 overall)</p> <table border="1"> <thead> <tr> <th></th> <th>School dis. pupils</th> <th>Local authority (non-dis. pupils)</th> <th>England (non-dis. pupils)</th> </tr> </thead> <tbody> <tr> <td>No. of pupils</td> <td>86</td> <td>2018</td> <td>462766</td> </tr> <tr> <td>P8 score &amp; CI</td> <td>-1.18<br/>(-1.49 to -0.88)</td> <td>-0.19</td> <td>0.16</td> </tr> <tr> <td>A8 score</td> <td>32</td> <td>44.4</td> <td>50</td> </tr> <tr> <td>English &amp; maths at grade 5+</td> <td>23.3%</td> <td>40.1%</td> <td>53.1%</td> </tr> <tr> <td>English &amp; maths at grade 4+</td> <td>44.2%</td> <td>61.7%</td> <td>72.7%</td> </tr> <tr> <td>EBacc at grade 5+</td> <td>2.3%</td> <td>12.6%</td> <td>21.6%</td> </tr> <tr> <td>EBacc at grade 4+</td> <td>5.8%</td> <td>19.1%</td> <td>29.7%</td> </tr> <tr> <td>Entering EBacc</td> <td>15.1%</td> <td>36.6%</td> <td>44.7%</td> </tr> <tr> <td>EBacc Average Point Score (APS)</td> <td>2.79</td> <td>3.84</td> <td>4.46</td> </tr> <tr> <td>In education or employed for 2 terms after KS4 (2022 school leavers)</td> <td>85%</td> <td>94%</td> <td>95%</td> </tr> <tr> <td>Exam entries per pupil, all KS4 quals</td> <td>7.1</td> <td>7.9</td> <td>8.2</td> </tr> <tr> <td>Exam entries per pupil GCSEs</td> <td>5.6</td> <td>6.9</td> <td>7.6</td> </tr> </tbody> </table> |                                   | School dis. pupils        | Local authority (non-dis. pupils) | England (non-dis. pupils) | No. of pupils | 86   | 2018 | 462766 | P8 score & CI | -1.18<br>(-1.49 to -0.88) | -0.19 | 0.16 | A8 score | 32 | 44.4 | 50   | English & maths at grade 5+ | 23.3% | 40.1% | 53.1% | English & maths at grade 4+ | 44.2% | 61.7% | 72.7% | EBacc at grade 5+ | 2.3% | 12.6% | 21.6% | EBacc at grade 4+ | 5.8% | 19.1% | 29.7% | Entering EBacc | 15.1% | 36.6% | 44.7% | EBacc Average Point Score (APS) | 2.79 | 3.84 | 4.46 | In education or employed for 2 terms after KS4 (2022 school leavers) | 85% | 94% | 95% | Exam entries per pupil, all KS4 quals | 7.1 | 7.9 | 8.2 | Exam entries per pupil GCSEs | 5.6 | 6.9 | 7.6 |
|  | School dis. pupils  | Local authority (non-dis. pupils) | England (non-dis. pupils) |                                   |                           |               |      |      |        |               |                           |       |      |          |    |      |      |                             |       |       |       |                             |       |       |       |                   |      |       |       |                   |      |       |       |                |       |       |       |                                 |      |      |      |  |     |     |     |                                       |     |     |     |                              |     |     |     |
| No. of pupils  | 86  | 2018                              | 462766                    |                                   |                           |               |      |      |        |               |                           |       |      |          |    |      |      |                             |       |       |       |                             |       |       |       |                   |      |       |       |                   |      |       |       |                |       |       |       |                                 |      |      |      |  |     |     |     |                                       |     |     |     |                              |     |     |     |
| P8 score & CI  | -1.18<br>(-1.49 to -0.88)   | -0.19                             | 0.16                      |                                   |                           |               |      |      |        |               |                           |       |      |          |    |      |      |                             |       |       |       |                             |       |       |       |                   |      |       |       |                   |      |       |       |                |       |       |       |                                 |      |      |      |  |     |     |     |                                       |     |     |     |                              |     |     |     |
| A8 score   | 32  | 44.4                              | 50                        |                                   |                           |               |      |      |        |               |                           |       |      |          |    |      |      |                             |       |       |       |                             |       |       |       |                   |      |       |       |                   |      |       |       |                |       |       |       |                                 |      |      |      |  |     |     |     |                                       |     |     |     |                              |     |     |     |
| English & maths at grade 5+  | 23.3%   | 40.1%                             | 53.1%                     |                                   |                           |               |      |      |        |               |                           |       |      |          |    |      |      |                             |       |       |       |                             |       |       |       |                   |      |       |       |                   |      |       |       |                |       |       |       |                                 |      |      |      |  |     |     |     |                                       |     |     |     |                              |     |     |     |
| English & maths at grade 4+  | 44.2%   | 61.7%                             | 72.7%                     |                                   |                           |               |      |      |        |               |                           |       |      |          |    |      |      |                             |       |       |       |                             |       |       |       |                   |      |       |       |                   |      |       |       |                |       |       |       |                                 |      |      |      |  |     |     |     |                                       |     |     |     |                              |     |     |     |
| EBacc at grade 5+  | 2.3%  | 12.6%                             | 21.6%                     |                                   |                           |               |      |      |        |               |                           |       |      |          |    |      |      |                             |       |       |       |                             |       |       |       |                   |      |       |       |                   |      |       |       |                |       |       |       |                                 |      |      |      |  |     |     |     |                                       |     |     |     |                              |     |     |     |
| EBacc at grade 4+  | 5.8%  | 19.1%                             | 29.7%                     |                                   |                           |               |      |      |        |               |                           |       |      |          |    |      |      |                             |       |       |       |                             |       |       |       |                   |      |       |       |                   |      |       |       |                |       |       |       |                                 |      |      |      |  |     |     |     |                                       |     |     |     |                              |     |     |     |
| Entering EBacc   | 15.1%   | 36.6%                             | 44.7%                     |                                   |                           |               |      |      |        |               |                           |       |      |          |    |      |      |                             |       |       |       |                             |       |       |       |                   |      |       |       |                   |      |       |       |                |       |       |       |                                 |      |      |      |  |     |     |     |                                       |     |     |     |                              |     |     |     |
| EBacc Average Point Score (APS)                                      | 2.79  | 3.84                              | 4.46                      |                                   |                           |               |      |      |        |               |                           |       |      |          |    |      |      |                             |       |       |       |                             |       |       |       |                   |      |       |       |                   |      |       |       |                |       |       |       |                                 |      |      |      |  |     |     |     |                                       |     |     |     |                              |     |     |     |
| In education or employed for 2 terms after KS4 (2022 school leavers) | 85%   | 94%                               | 95%                       |                                   |                           |               |      |      |        |               |                           |       |      |          |    |      |      |                             |       |       |       |                             |       |       |       |                   |      |       |       |                   |      |       |       |                |       |       |       |                                 |      |      |      |  |     |     |     |                                       |     |     |     |                              |     |     |     |
| Exam entries per pupil, all KS4 quals                                | 7.1   | 7.9                               | 8.2                       |                                   |                           |               |      |      |        |               |                           |       |      |          |    |      |      |                             |       |       |       |                             |       |       |       |                   |      |       |       |                   |      |       |       |                |       |       |       |                                 |      |      |      |  |     |     |     |                                       |     |     |     |                              |     |     |     |
| Exam entries per pupil GCSEs   | 5.6   | 6.9                               | 7.6                       |                                   |                           |               |      |      |        |               |                           |       |      |          |    |      |      |                             |       |       |       |                             |       |       |       |                   |      |       |       |                   |      |       |       |                |       |       |       |                                 |      |      |      |  |     |     |     |                                       |     |     |     |                              |     |     |     |
| 2  | <p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>Number of students with a reading age 6 months + lower than their chronological age:</p> <table border="1"> <thead> <tr> <th></th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> <th>Coh</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>42</td> <td>49</td> <td>56</td> <td>42</td> <td>25</td> <td>214</td> <td>46.9</td> </tr> <tr> <td>Non-PP</td> <td>47</td> <td>50</td> <td>46</td> <td>52</td> <td>47</td> <td>242</td> <td>53.1</td> </tr> <tr> <td>Tot</td> <td>89</td> <td>99</td> <td>102</td> <td>94</td> <td>72</td> <td>456</td> <td></td> </tr> </tbody> </table>  |                                   | 7                         | 8                                 | 9                         | 10            | 11   | Coh  | %      | PP            | 42                        | 49    | 56   | 42       | 25 | 214  | 46.9 | Non-PP                      | 47    | 50    | 46    | 52                          | 47    | 242   | 53.1  | Tot               | 89   | 99    | 102   | 94                | 72   | 456   |       |                |       |       |       |                                 |      |      |      |  |     |     |     |                                       |     |     |     |                              |     |     |     |
|  | 7   | 8                                 | 9                         | 10                                | 11                        | Coh           | %    |      |        |               |                           |       |      |          |    |      |      |                             |       |       |       |                             |       |       |       |                   |      |       |       |                   |      |       |       |                |       |       |       |                                 |      |      |      |  |     |     |     |                                       |     |     |     |                              |     |     |     |
| PP   | 42  | 49                                | 56                        | 42                                | 25                        | 214           | 46.9 |      |        |               |                           |       |      |          |    |      |      |                             |       |       |       |                             |       |       |       |                   |      |       |       |                   |      |       |       |                |       |       |       |                                 |      |      |      |  |     |     |     |                                       |     |     |     |                              |     |     |     |
| Non-PP   | 47  | 50                                | 46                        | 52                                | 47                        | 242           | 53.1 |      |        |               |                           |       |      |          |    |      |      |                             |       |       |       |                             |       |       |       |                   |      |       |       |                   |      |       |       |                |       |       |       |                                 |      |      |      |  |     |     |     |                                       |     |     |     |                              |     |     |     |
| Tot  | 89  | 99                                | 102                       | 94                                | 72                        | 456           |      |      |        |               |                           |       |      |          |    |      |      |                             |       |       |       |                             |       |       |       |                   |      |       |       |                   |      |       |       |                |       |       |       |                                 |      |      |      |  |     |     |     |                                       |     |     |     |                              |     |     |     |
| 3  | <p>Attendance data last year indicates that attendance among disadvantaged pupils was 6.6% lower than for non-disadvantaged pupils.</p>   |                                   |                           |                                   |                           |               |      |      |        |               |                           |       |      |          |    |      |      |                             |       |       |       |                             |       |       |       |                   |      |       |       |                   |      |       |       |                |       |       |       |                                 |      |      |      |  |     |     |     |                                       |     |     |     |                              |     |     |     |

|   |   |
|---|---|
|   | <p>53.56% of disadvantaged pupils have been 'persistently absent' compared to 32.32% of their peers during that period.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>                                       |
| 4 | <p>Disadvantaged students are disproportionately represented in terms of recorded negative behaviours.</p> <p>6 Permanent exclusion – 4 of which were disadvantaged students</p> <p>705 (189 individual students) suspensions 473 (97 individual students) were Disadvantaged students.</p> |
| 5 | <p>Disadvantaged students do not have access to the same life opportunities as other students. In particular, since COVID-19, the presence of STEM awareness in the school has dropped, impacting on those with disadvantage more than their peers.</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   |      |      |      |      |      |     |  |  |  |  |                        |       |     |     |     |  |      |      |      |      |               |       |      |      |   |     |       |      |      |   |
|---|--|------|------|------|------|------|-----|--|--|--|--|------------------------|-------|-----|-----|-----|--|------|------|------|------|---------------|-------|------|------|---|-----|-------|------|------|---|
| <p>Improved outcomes among disadvantaged pupils across the curriculum at the end of KS4, particularly in maths.</p> | <p>KS4 performance measures in 2026/27 demonstrate that disadvantaged pupils achieve and at least 70% pass both GCSE maths and English at grade 4 or above.<br/>(Disadvantaged students to perform in line with all students)</p> <table border="1" data-bbox="528 577 1388 831"> <thead> <tr> <th></th> <th>2024</th> <th>2025</th> <th>2026</th> <th>2027</th> </tr> </thead> <tbody> <tr> <td>DIS</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>GCSE Maths and English</td> <td>59.4%</td> <td>65%</td> <td>68%</td> <td>70%</td> </tr> </tbody> </table> <p>The gap between disadvantaged and non-disadvantaged students should be reduced by x% by 2027.</p> <table border="1" data-bbox="528 981 1388 1218"> <thead> <tr> <th></th> <th>2024</th> <th>2025</th> <th>2026</th> <th>2027</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>-1.18</td> <td>-0.5</td> <td>-0.2</td> <td>0</td> </tr> <tr> <td>All</td> <td>-0.65</td> <td>-0.3</td> <td>-0.1</td> <td>0</td> </tr> </tbody> </table> |      | 2024 | 2025 | 2026 | 2027 | DIS |  |  |  |  | GCSE Maths and English | 59.4% | 65% | 68% | 70% |  | 2024 | 2025 | 2026 | 2027 | Disadvantaged | -1.18 | -0.5 | -0.2 | 0 | All | -0.65 | -0.3 | -0.1 | 0 |
|   | 2024   | 2025 | 2026 | 2027 |      |      |     |  |  |  |  |                        |       |     |     |     |  |      |      |      |      |               |       |      |      |   |     |       |      |      |   |
| DIS   |  |      |      |      |      |      |     |  |  |  |  |                        |       |     |     |     |  |      |      |      |      |               |       |      |      |   |     |       |      |      |   |
| GCSE Maths and English  | 59.4%  | 65%  | 68%  | 70%  |      |      |     |  |  |  |  |                        |       |     |     |     |  |      |      |      |      |               |       |      |      |   |     |       |      |      |   |
|   | 2024   | 2025 | 2026 | 2027 |      |      |     |  |  |  |  |                        |       |     |     |     |  |      |      |      |      |               |       |      |      |   |     |       |      |      |   |
| Disadvantaged   | -1.18  | -0.5 | -0.2 | 0    |      |      |     |  |  |  |  |                        |       |     |     |     |  |      |      |      |      |               |       |      |      |   |     |       |      |      |   |
| All   | -0.65  | -0.3 | -0.1 | 0    |      |      |     |  |  |  |  |                        |       |     |     |     |  |      |      |      |      |               |       |      |      |   |     |       |      |      |   |
| <p>Students reading below chronological age to be reduced by half for disadvantaged students.</p>                   | <p>Reading comprehension tests demonstrate a 50% improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers over 3 years. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>  |      |      |      |      |      |     |  |  |  |  |                        |       |     |     |     |  |      |      |      |      |               |       |      |      |   |     |       |      |      |   |
| <p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>             | <p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <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 pupils who should be disproportionately represented in school activities.</li> </ul>  |      |      |      |      |      |     |  |  |  |  |                        |       |     |     |     |  |      |      |      |      |               |       |      |      |   |     |       |      |      |   |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>            | <p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Attendance to be in line or better than national for all students (inc disadvantaged)</li> <li>• Persistent absence rates to be in line or better than national for all students (inc. disadvantaged)</li> </ul>   |      |      |      |      |      |     |  |  |  |  |                        |       |     |     |     |  |      |      |      |      |               |       |      |      |   |     |       |      |      |   |

|   |   |      |      |  |      |      |      |               |     |     |     |        |     |     |     |
|---|---|------|------|--|------|------|------|---------------|-----|-----|-----|--------|-----|-----|-----|
|   | <table border="1"> <tr> <td></td> <td>2025</td> <td>2026</td> <td>2027</td> </tr> <tr> <td>Disadvantaged</td> <td>92%</td> <td>93%</td> <td>94%</td> </tr> <tr> <td>Others</td> <td>92%</td> <td>93%</td> <td>94%</td> </tr> </table>   |      |      |  | 2025 | 2026 | 2027 | Disadvantaged | 92% | 93% | 94% | Others | 92% | 93% | 94% |
|   | 2025  | 2026 | 2027 |  |      |      |      |               |     |     |     |        |     |     |     |
| Disadvantaged   | 92%   | 93%  | 94%  |  |      |      |      |               |     |     |     |        |     |     |     |
| Others  | 92%   | 93%  | 94%  |  |      |      |      |               |     |     |     |        |     |     |     |
| To improve behaviour around the school through embedded routines and pastoral support | <p>Sustained disruption free learning which challenges students to achieve their potential by:</p> <ul style="list-style-type: none"> <li>• data to show that routines for behaviour and securing attention are embedded across the school.</li> <li>• Qualitative data from staff, student and parent voice shows improved attitudes towards school.</li> <li>• Lowered rates of exclusion, including those who are disadvantaged.</li> <li>• Lowered rates of internal exclusion, including those who are disadvantaged.</li> </ul> |      |      |  |      |      |      |               |     |     |     |        |     |     |     |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£240,000**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Implementation of an uplift to the SATs scores for disadvantaged students and target grades set which remove the initial gap from primary school.</p> <p>Strategies around T&amp;L focus on ensuring these students are supported to achieve their uplifted target grades.</p> <p>Enhanced communication with the parents and carers of these students to ensure parental support and engagement to assist with ensuring excellent progress for these students.</p> | <p><a href="#">The-RADY-Project.pdf (edsential.com)</a></p> <p><a href="#">CBC - RADY Project Evaluation (challengingeducation.co.uk)</a></p> | <p>1, 2 &amp; 4</p>           |
| <p>Developing routines to secure attention – utilizing Step-Lab to support staff CPD and feedback from drop-ins.</p> <p>CPD for this includes group rehearsal and whole staff training calendared through the year.</p> <p>Evaluation focused on how embedded these routines are will take place each half term.</p>   | <p><a href="#">The Evidence and Rationale Behind StepLab</a></p>  | <p>1 &amp; 4</p>              |

|   |  |                        |
|---|--|------------------------|
| <p>Period 0 and intervention in place for Year 11.</p> <p>Students data from Year 10 mocks exams analysed to identify students falling below expected progress and targeted intervention (focused mainly on core subjects) in place during Period 0 – form time. This will be reviewed at each data point in Year 11 (December and March).</p> <p>Students data from Year 10 mocks exams analysed to identify students falling below expected progress and targeted intervention in place during Period 6 – after school.</p> | <p><a href="#">2. Targeted academic support   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Closing the Disadvantage Gap (EEF Toolkit) ASE IIS.pdf</a></p> <p><a href="#">Extending school time   EEF (educationendowmentfoundation.org.uk)</a></p>   | <p>1,2 &amp; 3</p>     |
| <p>Literacy and oracy work</p>  | <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects:</p> <p><a href="#">word-gap (Oxford University Press)</a></p> | <p>1, 2 &amp; 5</p>    |
| <p>Use of Step-lab for quality first teaching – inc coaching</p>  | <p><a href="#">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>  | <p>1</p>               |
| <p>Non-teaching HOY</p>   | <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>   | <p>1, 2, 3 &amp; 4</p> |



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

Budgeted cost: **£208,439.42**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Purchase of standardised diagnostic assessments for reading (NGRT)</p> <p>Utilise the data from the reading tests to identify students who would benefit from reading intervention and implement the Lexonik intervention (Leap and Advance) (LEAP – SAS below 85; Advance SAS between 85-115) Initial focus Year 11 and 10 which will expand to KS3.</p> <p>Recruit a reading coach to support the Lexonik Advance intervention.</p> <p>Utilise an LSA to support the Lexonik Leap intervention.</p> <p>Use of 2 literacy support workers to work with students on the Fresh Start Programme and reading support for KS4.</p> | <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF</a></p> | <p>1 &amp; 2</p>              |
| <p>Inclusion hub</p>  | <p><a href="#">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>         | <p>3, 4 &amp; 5</p>           |
| <p>Headspace</p>  | <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>   | <p>3, 4 &amp; 5</p>           |

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

Budgeted cost: **£51,592**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Catering and Magic Breakfast</p> <p>Subsidised money for catering provision and the presence of a breakfast club which is open to all students.</p>  | <p>Pupil behaviour, as measured by a teacher survey, improved in breakfast club schools. It shows that breakfast clubs may improve outcomes for children who do not even attend breakfast club by improving classroom environments.</p> <p>Activities to increase take-up of the breakfast provision include promoting it to parents and encouraging all children to attend while sensitively targeting pupils most likely to benefit.</p> <p><a href="https://educationendowmentfoundation.org.uk/magic-breakfast-trial-eeef/">Magic Breakfast - trial   EEF (educationendowmentfoundation.org.uk)</a></p> | <p>4 &amp; 5</p>              |
| <p>Embedding good practice set out in DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>HOY case loads focused on keeping students above PA rate.</p> <p>Visits to PA students</p> <p>Dedicated attendance team, including the use of VIP education for visiting absent students.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p><a href="https://educationendowmentfoundation.org.uk/attendance-interventions-rapid-evidence-assessment-eeef/">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a></p>  | <p>3 &amp; 4</p>              |
| <p>Drama and dance activities delivered through extra-curricular clubs and cultural trips</p>   | <p>As well as being valuable in itself, arts participation can have a positive impact on wellbeing and education outcomes, including English and maths, when</p>  | <p>3 &amp; 5</p>              |

|  |  |          |
|--|--|----------|
|  | <p>interventions are linked to academic targets.</p> <p><a href="#">Arts participation   Teaching and Learning Toolkit   EEF</a></p>   |          |
| <p>STEM activities to focus on raising aspirations and widening students' knowledge. Including a STEM club for KS3.</p>  | <p>Evidence suggests that raising participation in STEM will increase the ambition of students.</p> <p><a href="#">raising-aspirations-in-physics.pdf (iop.org)</a></p> <p><a href="#">Aspire to STEM- trial   EEF (educationendowmentfoundation.org.uk)</a></p>   | 3 & 5    |
| <p>Enrichment experiences to be run throughout the year, including rewards trips and subsidies for Disadvantaged students to attend enrichment trips.</p> <p>This also incorporates funding for peripatetic music lessons.</p> | <p>A small amount of funding has been put aside to financially assist families who may not be able to fund enrichment trips.</p> <p><a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">The EEF Guide to the Pupil Premium   EEF (educationendowmentfoundation.org.uk)</a></p> | 3, 4 & 5 |
| <p>Wellbeing events – with links to agencies.</p> <p>Variety of events through the year, including community events to promote wellbeing and ensure parents are supported.</p>   | <p><a href="#">New: Evaluation of wellbeing programme finds positive impact on...   EEF (educationendowmentfoundation.org.uk)</a></p>  | 3, 4 & 5 |
| <p>Uniform Supplies – inc all students being given a tie and the provision of a uniform bank for students to access the correct uniform</p>  | <p><a href="#">School uniform   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">The EEF Guide to the Pupil Premium   EEF (educationendowmentfoundation.org.uk)</a></p>  | 3 & 4    |

**Total budgeted cost: £510, 031. 42**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that, in particular, our disadvantaged, high prior attaining students performed below what was expected.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that there is a significant gap in attainment and progress for our disadvantaged students.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that disadvantaged students are at a higher risk of falling into persistent absenteeism and being sanctioned under the behaviour policy.

Based on all the information above, the performance of our disadvantaged pupils *did not meet* expectations, and we are at present *needing to review our actions in order* to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that a greater focus is needed on disadvantaged students, including closer monitoring of performance throughout the school. This has been taken into account with the updated strategy for this year.

## Further information

### **Additional activity**

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

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising support from our local agencies, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- Offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate – participation of disadvantaged students will be monitored, and findings responded to.
- We conduct RAP meetings on a fortnightly basis with a focus on underachieving students – a priority within this is DisHAP students. Disadvantaged students are also a focus during these sessions for identifying additional support via tuition and assertive mentoring.

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

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected. Part of this will be a PP review in the Spring Term.

Evidence will be triangulated from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We will also contact schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports and studies 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 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 will implement a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.