

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Filey School
Number of pupils in school	469
Proportion (%) of pupil premium eligible pupils	36.9
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	1.1.25
Date on which it will be reviewed	30.9.25
Statement authorised by	H Pegg
Pupil premium lead	G Clark
Governor / Trustee lead	K Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,000
Recovery premium funding allocation this academic year	N/A
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	£176,000

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at Filey School, irrespective of their background or challenges they face, make good progress and achieve high attainment across the curriculum in line with other pupils nationally and within the school.

Our pupil premium strategy is designed to support disadvantaged pupils to achieve and make progress in all subjects. The strategy aims to improve outcomes for pupils of all abilities and ensure they are equipped with skills and knowledge required to succeed in life beyond Filey School. To enable this, we are focused on improving attendance and outcomes for disadvantaged pupils. The strategy aims to improve outcomes for pupils of all abilities. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers, and those with SEND.

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 all pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. In 2023-24, staff followed a CPD programme on Adaptive Teaching to help develop and implement strategies on a classroom level improve outcomes for disadvantaged pupils, including those with SEND.

Our strategy is also integral to wider school plans for improving reading, closing gaps in learning based on robust diagnostic assessment - not assumptions about the impact of disadvantage - and with a programme of bespoke support to be implemented.

To ensure our strategy is effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene by meeting regularly and conducting RAG meetings for KS4 pupils
- Analyse the performance of KS3 pupils after each trust assessment.
- Measure impact towards the end of each term and publish this on the school website
- Continue to embed a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Use a reading RAG to identify the weakest readers in KS3 and intervene with impact

Challenges

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

Challenge number	Detail of challenge
1	<p>Curriculum</p> <p>Knowledge and achievement gaps exist on entry. The curriculum must be implemented securely and consistently by all teachers so that pupils can develop detailed subject specific knowledge and skills and, as a result, achieve well. In addition, recovery work must be done to close gaps.</p>
2	<p>Literacy and Mathematics</p> <p>On entry, reading, writing, communication and mathematics skills are lower for PP pupils than 'others'.</p> <p>In Y7 the average scaled score for maths is 104.4 v 101.3 for PP</p> <p>In Y7 the average scaled score for reading students is 105.9 v 103.9 for non-PP</p> <p>If pupils are not able to read at an age-appropriate level and fluently, they will be incapable of accessing the rest of the curriculum and they will rapidly fall behind their peers.</p>
3	<p>Personal Development</p> <p>On entry some PP pupils lack the cultural capital required to access the highest grades within their subjects and consequently need to engage in 'out of the classroom experiences' to unlock this potential.</p>
4	<p>Behaviour</p> <p>PP pupils are overrepresented when receiving 'Consequences', detentions and sessions in The Consequences Room (C5). This detrimentally affects their academic progress.</p>
5	<p>Attendance</p> <p>There is historically a higher percentage of disadvantaged pupils than non-disadvantaged pupils, who are persistently absent (absent for 10% or more sessions from school). This reduces their hours in school and impacts negatively on their progress and attainment.</p> <p>2023-24 Persistent absence for Non-PP v PP was 38.6% v 45.8%</p> <p>2023-24 Attendance for Non-PP v PP was 89.4% v 84.2%</p>
6	<p>CEIAG</p> <p>Some pupils eligible for the Pupil Premium lack aspiration relating to further and higher education and also future career opportunities.</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>(1) CURRICULUM OFFER –</p> <p>The curriculum is ambitious and is designed to give particularly disadvantaged pupils the</p>	<p>QA to evidence implementation of a new curriculum model designed to help pupils know more and remember more. This will include the key elements "The Drill"</p>

<p>knowledge and cultural capital they need to succeed in life. This ensures that PP pupils make rates of progress that are at least in line with non-PP pupils nationally.</p> <p>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge as per Delta curriculum model and programmes of study.</p>	<p>“Demonstrate” and “Connect”.</p> <p>Analysis of the evidence gathered through the routine monitoring of the quality of education will demonstrate work is demanding and matches the intention of the curriculum for all pupils eligible for the Pupil Premium.</p> <p>Analysis of achievement data for pupils in Years 7 to 11 will show that any gaps between non-PP and PP pupils are narrowing over time.</p> <p>Monitoring and evaluation of work through learning walks, drop-ins and book scrutiny will show that PROUD is in place. Pupils’ work across the curriculum is of good quality.</p> <p>When asked, PP pupils will be able to articulate what they are learning and why.</p>
<p>(2) LITERACY- Increasing progress in reading ages for Year 7 and 8 pupils eligible for the Pupil Premium.</p> <p>Current benchmark – starting point – pupils have sat GL assessment reading test.</p> <p>Benchmark Oct. 2024 GL data for Y7 and Y8.</p> <p>A closing of the gap between what PP pupils in KS3 achieve in comparison to non-PP pupils in the Delta Academies Trust core common assessments. (December/June trust wide assessments).</p>	<p>All Year 7 and 8 pupils (2024 entry) eligible for PP will have a reading age that is in line with their chronological age by the end of KS3 thanks to bespoke interventions.</p> <p>Pupils eligible for PP in Year 7 and 8 make more progress by the end of the year than ‘other’ pupils, in English and mathematics in order to catch up.</p> <p>We will evidence this using: -Reading ages in October, April and June (GL assessment reading tests) -Reading RAGS -Y7 & 8 English and maths trust assessment results.</p>
<p>(3) PERSONAL DEVELOPMENT - Disadvantaged pupils acquire the knowledge and cultural capital that they need to succeed in life.</p>	<p>Proportionate number of pupils who participate in extracurricular visits and programmes are disadvantaged.</p> <p>All PP pupils will engage with the academy, tutor, assembly and Life-programme to develop their interest in investigating and offering reasoned views about moral and ethical issues.</p> <p>Student voice will show that PP pupils are able to discuss FBV, have an age-appropriate understanding of healthy relationships & of the protected characteristics.</p>
<p>(4) BEHAVIOUR – Significant improvements in the attitudes and behaviour of an identified cohort of pupils eligible for the Pupil Premium will ensure that they are less frequently removed from lessons and therefore able to achieve well. This will be re-</p>	<p>Analysis of behavioural data will show a reduction in the average number of negative behaviour events logged per pupil.</p> <p>Analysis of behavioural data will show a re-</p>

<p>flected in national tests and examinations that meet government expectations, or in the qualifications obtained.</p>	<p>duction in the average number C5 Consequences incidents logged per pupil. Benchmark for PP pupils (T1 2024) = 0.5 compared to 0.1 for non-PP pupils.</p> <p>Analysis of behavioural data will show a reduction in the average number suspensions logged per pupil. Benchmark for PP pupils (T1 2024) = 0.5 compared to 0.1 for non-PP pupils.</p> <p>Analysis of behavioural data will show a reduction in the average number C4 Disruption to Learning incidents logged per pupil. Benchmark for PP pupils (T1 2024) = 3.8 compared to 1.1 for non-PP pupils.</p>
<p>(5) ATTENDANCE - Improved attendance rates for PP pupils.</p>	<p>Reduce the number of persistent absentees (PA) amongst pupils eligible for PP to national average</p> <p>2023-24 Persistent absence for Non-PP v PP was 38.6% v 45.8%</p> <p>2023-24 Attendance for Non-PP v PP was 89.4% v 84.2%</p>
<p>6) CEIAG - Pupils eligible for the Pupil Premium show increased self-esteem, ambition and aspiration in relation to their life beyond the academy. Pupils are exposed to multiple opportunities to understand future opportunities.</p> <p>NEET figures 2023: 97.6% (2 pupils) 2024: 95.4% (2 pupils plus 2 not contactable – all FSM)</p>	<p>CEIAG programme evidences work with external employers and further education institutes.</p> <p>All students will have experienced at least one careers interview and a mock interview by the end of KS4.</p> <p>Monitoring and evaluation of tutor time and Life lessons shows that pupils understand progression pathways and are able to analyse and evaluate their own options.</p> <p>NEET figures for PP pupils are below national level and pupils at risk of NEET are targeted for additional careers support.</p>

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: £99,065.34

Activity	Evidence that supports this approach	Challenge number(s)
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		addressed
SLT PP Lead 3h per week on PP = £10,206.42 per year	High quality leadership and management is essential to the implementation and continual evaluation of the PP strategy. SLT leads are accountable to the AAB and to the principal. Challenge through line management and monitoring by the principal. Attendance, behaviour, participation and achievement gaps between disadvantaged and non-disadvantaged pupils will diminish.	1-6
Literacy Resource Centre Manager and Reading coordinator 15h per week for PP pupils = £9,786.90 per year	Both members of staff work together to oversee targeted intervention for KS3 pupils using the accelerated reader programme, Lexia, Miskin FreshStart, Reading Plus, along with the planning and implementation of the whole school literacy strategy. Launch the trust strategy "Reading Routes". Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	1,2
CPD	CPD is calendared and delivered to ensure increased quality in T+L, including building on 2023-24 focus of adaptive teaching Evidence review: The effects of high-quality professional development on teachers and students - Education Policy Institute (epi.org.uk)	1-6
Director Support Science & Maths £79,074 per year	Delta subject director of maths delivers both curriculum lessons and intervention lessons including identified disadvantaged pupils/	1

Review

Impact Term 1	Predicted grades after Trial Exams 2 (Dec 2024) vs Summer 2024 GCSE results						
		All Final 2024	All 2025	PP Final 2024	PP 2025	SEND Final 2024	SEND 2025
	4+ En+Ma	62 %	61%	39%	35%	30%	30%
	4+ Eng	59%	73%	44 %	54%	35%	50%
	4+ Ma	71%	64%	50%	35%	45%	30%
	5+ En+Ma	34%	38%	17%	27%	5%	20%
	5+ En	31%	57.6%	14%	39%	20%	40%
	5+ Ma	49%	40.9%	31%	27%	15%	20%
	7+ En+Ma	5%		3%		5%	
	7+ En	5%	14%	2 %	7.7%	5%	10%

	7+Ma	7%	6%	3%	0%	6.15%	10%																																																																																																																																																																																											
<p>Predicted grades after Trial Exams 2 (Dec 2024) vs Trial Exams 2 (2023-24 cohort)</p> <p>Key headlines:</p> <p>The table below shows alternate columns for the current year 11 cohort vs the 2023-24 cohort for ATL2 [data trawl 2 – the nearest equivalent in terms of time of year to the current cohort].</p> <table border="1"> <thead> <tr> <th></th> <th>Current</th> <th>2023-24</th> <th>Current</th> <th>2023-24</th> <th>Current</th> <th>2023-24</th> <th>Current</th> <th>2023-24</th> <th>Current</th> <th>2023-24</th> </tr> <tr> <th></th> <th>All</th> <th>All g@t 2</th> <th>PP</th> <th>PP g@t 2</th> <th>Non PP</th> <th>Non PP g@t 2</th> <th>SEN</th> <th>SEN g@t 2</th> <th>Non SEN</th> <th>Non SEN</th> </tr> </thead> <tbody> <tr> <td>Smaller cohort with lower KS2 points score.</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>Cohort Size</td> <td>66</td> <td>85</td> <td>24</td> <td>35</td> <td>42</td> <td>50</td> <td>15</td> <td>21</td> <td>51</td> </tr> <tr> <td rowspan="4">Expected attainment 8 already exceeds estimated (based on prior data)</td> <td>KS2 Average</td> <td>100.44</td> <td>102.11</td> <td>98.92</td> <td>99.34</td> <td>101.32</td> <td>104.04</td> <td>100</td> <td>96.28</td> <td>100.55</td> </tr> <tr> <td>Estimated Attainment 8</td> <td>37.63</td> <td>41.91</td> <td>34.9</td> <td>36.61</td> <td>39.21</td> <td>45.58</td> <td>37.26</td> <td>31.42</td> <td>37.72</td> </tr> <tr> <td>Attainment 8</td> <td>37.91</td> <td>38.6</td> <td>38.52</td> <td>31.76</td> <td>43.27</td> <td>43.39</td> <td>30.42</td> <td>28.61</td> <td>40.11</td> </tr> <tr> <td>EBacc Strong Pass</td> <td>9.09%</td> <td>8.24%</td> <td>4.17%</td> <td>0.0%</td> <td>11.9%</td> <td>14.0%</td> <td>13.33%</td> <td>4.76%</td> <td>7.84%</td> </tr> <tr> <td rowspan="3">Predicted higher than last year's cohort in several measures: EBacc strong; Eng & Ma (9-7); Eng & Ma strong; Eng & Ma standard</td> <td>EBacc Standard Pass</td> <td>16.67%</td> <td>18.82%</td> <td>12.5%</td> <td>2.86%</td> <td>19.05%</td> <td>30.0%</td> <td>13.33%</td> <td>9.52%</td> <td>17.65%</td> </tr> <tr> <td>English & Maths (9-7)</td> <td>6.06%</td> <td>2.35%</td> <td>0.0%</td> <td>0.0%</td> <td>9.52%</td> <td>4.0%</td> <td>6.67%</td> <td>0.0%</td> <td>5.88%</td> </tr> <tr> <td>English & Maths Strong Pass</td> <td>37.88%</td> <td>34.71%</td> <td>35.0%</td> <td>11.43%</td> <td>35.24%</td> <td>34.0%</td> <td>19.33%</td> <td>9.52%</td> <td>35.11%</td> </tr> <tr> <td rowspan="6">Very similar outcomes expected when compared to last year despite lower entry points.</td> <td>English & Maths Standard Pass</td> <td>50.81%</td> <td>49.41%</td> <td>39.33%</td> <td>28.57%</td> <td>38.10%</td> <td>34.0%</td> <td>40.0%</td> <td>19.05%</td> <td>36.67%</td> </tr> <tr> <td>5 GCSEs or Equivalents (9-5)</td> <td>27.27%</td> <td>28.24%</td> <td>8.33%</td> <td>4.29%</td> <td>38.1%</td> <td>38.0%</td> <td>13.33%</td> <td>14.29%</td> <td>31.37%</td> </tr> <tr> <td>5 GCSEs inc English & Maths (9-5)</td> <td>22.73%</td> <td>22.35%</td> <td>8.33%</td> <td>8.57%</td> <td>30.95%</td> <td>32.0%</td> <td>13.33%</td> <td>9.52%</td> <td>25.49%</td> </tr> <tr> <td>5 GCSEs or Equivalents inc English & Maths (9-5)</td> <td>25.76%</td> <td>23.53%</td> <td>8.33%</td> <td>11.43%</td> <td>35.71%</td> <td>32.0%</td> <td>13.33%</td> <td>9.52%</td> <td>29.41%</td> </tr> <tr> <td>5 GCSEs or Equivalents (9-4)</td> <td>53.03%</td> <td>57.65%</td> <td>29.17%</td> <td>34.29%</td> <td>66.67%</td> <td>74.0%</td> <td>33.33%</td> <td>23.81%</td> <td>58.82%</td> </tr> <tr> <td>5 GCSEs inc English & Maths (9-4)</td> <td>46.97%</td> <td>47.06%</td> <td>25.0%</td> <td>25.71%</td> <td>59.52%</td> <td>62.0%</td> <td>33.33%</td> <td>14.29%</td> <td>50.98%</td> </tr> <tr> <td>5 GCSEs or Equivalents inc English & Maths (9-4)</td> <td>48.48%</td> <td>47.06%</td> <td>25.0%</td> <td>25.71%</td> <td>61.9%</td> <td>62.0%</td> <td>33.33%</td> <td>14.29%</td> <td>52.94%</td> </tr> </tbody> </table> <p>Significantly higher expected outcomes in Eng and Ma vs 2023-24; this is replicated across cohorts with some significant increases evident.</p> <p>0,0 PP 5 GCSEs (9-5) is down on last year despite PP strong and standard Eng & Ma being up; work to be done other subjects here.</p>									Current	2023-24	Current	2023-24	Current	2023-24	Current	2023-24	Current	2023-24		All	All g@t 2	PP	PP g@t 2	Non PP	Non PP g@t 2	SEN	SEN g@t 2	Non SEN	Non SEN	Smaller cohort with lower KS2 points score.												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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £36,114.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of 1-2-1 tutor / small group tutors</p> <p>Maths Tutor x 10 hours</p> <p>English Tutor x 10 hours</p> <p>Total: £33,937</p>	<p>Departmental intervention for those pupils identified as underachieving</p> <p>One to one / small group staff in Maths and English to provide subject specific intervention.</p> <p>‘Small group tuition has a +4 month impact on attainment of disadvantaged students’.</p> <p>One to one tuition EEF</p>	1,2,4,

	educationendowmentfoundation.org.uk	
Miskin Fresh Start phonics programme	Read Write Inc. Phonics and Fresh Start - trial EEF	1,2,4
After school Revision Classes £1,677.90 spent to date on taxis for PP pupils	A comprehensive after school revision programme in place for all disadvantaged pupils. Attendance is encouraged through regular rewards and updates. Extending school time EEF (educationendowmentfoundation.org.uk)	1,2,4,5
Learning Managers	The support teams will offer focussed support to PP pupils including welfare checks, parental contact, multi-agency work, lesson drop ins, link referral, counselling, EWO support and uniform. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4,5,6,
Holiday Revision Classes	Holiday revision and intervention sessions have historically led to improved achievement. Parents of PP pupils will be telephoned by the Year 11 learning manager to ensure that attendance is high. Summer schools EEF (educationendowmentfoundation.org.uk)	1,5,6
Parent Engagement Events £500	“It is not about hard to reach families, but hard to reach schools”. Crozier and Davies. Engage parents/carers with the importance of study through events aimed at the parents of disadvantaged pupils. Resources and equipment will be provided. Welcoming and positive environment. Parental engagement EEF (educationendowmentfoundation.org.uk)	5,6

Review

Impact Term 1	Yr11 Interventions for PP students:						
	P.E.						
	Last Name	tutoring	sci	i/v	lunch	form	PA
	Student 1	ma				ma	
	Student 2					en	
	Student 3					ma	med.
	Student 4					ma	
	Student 5	ma	sci	en		en	
	Student 6	ma	sci	ma		ma	
	Student 7					ma	PA
	Student 8			ma	ma	ma	
	Student 9		sci			ma	
	Student 10					ma	PA
Student 11			ma		ma		

Student 12			en		en	
Student 13		sci			en	
Student 14					ma	AP
Student 15			ma		ma	
Student 16	en		ma		ma	
Student 17	ma/en			ma	ma	
Student 18	ma				en	
Student 19			en		ma	LB
Student 20			ma		ma	
Student 21	ma	sci			ma	
Student 22			en		ma	
Student 23			en		ma	
Student 24			ma		en	
Student 25					en	

Key: Tutoring: 121 tutors

Sci: science i/v twice weekly

PE: intervention from core PE

Lunch: maths 121

Form: dedicated form group focussing on Ma or En

PA (persistent absence) = Med: medical; AP: Alternative provision; LB: learning base support; PA: persistent absence

n.b. groups have been fluid to respond to need so some students have moved between Forms and PE i/v groups.

- Period 6 programme; Monday - Sci/EBACC; Wed - Maths; Thu – Eng; Fri – Open.
- Period 6 attendance: 50%+ = 13/56 = 23%; 33%+ = 22/56 = 40%

Year 11 after school enrichment attendance

Period 6	Average attendance
All	26%
Non-PP	26.9%
PP	24.8%

- WTM weekly in English
- Tues/Weds lunch – Sparx maths catch-up/support
- Thur lunch – Sparx science catch-up/support
- Drop-down sessions for PA and DT: 24.2.25 and 13.3.25

Benchmark – GL Test

Y7 PP average reading age = 7.31v 11.747(non-PP)

Y8 PP average reading age = 10.09 v 13.27 (non-PP)

Read, write, inc set-up Term 1: 4/6 are PP students, 1 of whom moved up to RP for Term 2.

	Students identified for Reading Plus in Term 2 = 21
Impact Term 2	<ul style="list-style-type: none"> • 17 pupils receiving 121 maths • 6 pupils receiving 121 English • 16 students receive science intervention (twice weekly) •
Impact Term 3	

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

Budgeted cost: £174,742.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of High Quality Careers guidance in line with targets and aspirations £2,166	Disadvantaged pupils in years 10 and 11 have access to careers guidance and regular exposure to external agencies / employers / further education providers via CEIAG/PD programme. Aspiration interventions EEF (educationendowmentfoundation.org.uk)	3,4,5,6
Learning Base and ALC £64,825	The Learning Base and ALC support team will offer focussed support to PP pupils including personalised curriculum, one to one behaviour support, welfare checks, small group work and mentoring. Seek to reduce risk of FTE. Small group tuition EEF (educationendowmentfoundation.org.uk)	3,4,5,6
Trip / excursion PP subsidy 25% for both Berlin and Belgium trips has been offered. £158.75 Berlin £125.25 Belgium	PP pupils given the opportunity to participate in activities that they would not have previously e.g. Theatre trips, Battlefields trip. £150.50 spent here to date	1,3,5,
Food Ingredients £25 per month on average = £275 (11m)	Ingredients provided for disadvantaged pupils. Historically pupils have made more progress with resources provided when necessary. The food is automatically ordered and distributed to all year groups with a higher proportion given to KS4 pupils. Pupils will learn how to cook nutritionally balanced healthy meals.	1,9,10
Attendance Team and EWO	Behaviour and attendance interventions – moderate impact for moderate cost – The Education Endowment	1,5

£30,909	<p>Foundation (EEF) Earlier parental and agency support improves outcomes.</p> <p>To close the attendance gap between PP and Non-PP. Attendance officer will work closely with the learning managers to ensure that phone calls, parental meetings and focus groups take place for the correct pupils.</p> <p>The attendance officer will devise attendance support plans and arrange meetings.</p>	
<p>Recruitment of additional two Head of Years to complete the team – One Head of Year / year group.</p> <p>£71,140</p>	<ul style="list-style-type: none"> • Attendance data in line with national averages • Reduction in number of C3 / C4 across every year group • Outcome data will improve for all students • Positive feedback – parental surveys • Improved communication with home for all students 3 and 5 	1, 4, 5, 6
<p>Attendance Rewards</p> <p>£500</p>	<p>Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf (attendancesworks.org)</p>	1,5,6
Higher Education Visits	<p>The DFE report on Strategies to raise Aspirations in Pupil Premium students (2019) suggested that proactive work to develop partnerships and links with universities and other external organisations (e.g., local employers) that can provide support for aspiration-raising and career development activities.</p>	3,4,5,6
<p>Revision Guides and Online Subscriptions</p> <p>Revision Guides: £2,496.78</p> <p>Sparx Maths £1,166.67 in September</p> <p>GCSE Pod £1,113.65 in September</p>	<p>Provision of revision guides in all subjects to disadvantaged students. Subscriptions to teaching and learning resources, Sparx Maths Sparx Science, GCSE Pod and LanguageNut.</p> <p>The EEF states Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. In the most effective examples homework was an integral part of learning, rather than an add-on.</p>	1
Review		
Impact Term 1	<p>CEIAG</p> <p>By end of Autumn term, all year 11 students have had at least one individual careers advice appointment with level 5 trained impartial Careers advisor and an individual Careers Action Plan produced and communicated to parents, student and careers lead (begun in Year 10). [This is except for 1 year 11 student who is</p>	

receiving medical tuition (MB).]

By end of January, all but 9 students in Year 11 have had at least 1 follow up careers appointment.

PP students prioritised for initial then follow up appointments.

28/63 students have applied to post-16 providers to date; a number of PP students have been supported in doing so by the careers advisor.

Year 11 mock interviews: 10 interviewers from 6 different employers. 50 students attended; of the 13 who did not, 9 were PP (18% of students) but of these students, 5 attend some kind of alternative provision (ES, JC, MB, LB, HK) All of these students have had an individual careers appointment, except for MB.

Attendance

	T1 2023/24	T1 2024/25
Overall Attendance %	87.5%	86.7%
Non-PP Attendance %	89.3%	89.9%
PP Attendance %	83.8%	81.3%
Overall PA %	42.1%	34.7%
Non-PP PA %	39.5%	27.4%
PP PA %	47.4%	47.2%

Attendance team actions	PP
Logged actions	2403
Home Visits	103
Letter 1	20
ASP	3
PAP	0
LA Prosecution	1
PN1	1
PN2	9
CME	0

EHE	9
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Visits

Visits	Total	PP	%
Berlin	4	1	25%
Belgium	5	2	40%

After school clubs

Term 1 - 24% of students who have joined after school clubs are PP.

Learning Resource Centre

Currently 49 PP students are regular attendees (17% of all PP students).

Attendance and behaviour rewards

Autumn 2 Rewards and Recognition (total winners vs. Winning students who are PP):

100% attendance awards: total 130, PP 30 (23%)

LEARN merit winners (5 per year group): total 25, PP 6 (24%)

Student of the Term (one per subject per year group): total 63, PP 17 (27%)

Britton's Bingo (155 students; 27 PP = 17%)

Gordon's Games Event 728 students (172 students, 44 PP = 26%)

Parental engagement

Pie Night - Attendance: all: 33/66 (50%) **PP:** 13/26 (50%)

Y11 Parents Eve- Attendance: 35/66 (53%) **PP:** 13/25 (52%)

Behaviour

Term 1	Total	PP	Non PP
C4 30 (lunch)	566	279	287
C4 DTL	819	459	360
C4 other	422	239	183
C5	508	306	202
FTE	166	115	51

FTE:
PP: average 0.7 per student.
Non-PP: average 0.18 per student.

C4 DTL:
PP: average 2.25 per student.
Non-PP: average 0.94 per student.

Impact Term 2	
Impact Term 3	

Total budgeted cost: £309,922.84

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 2023 to 2024 academic year.

Disadvantaged	2023	2024	Difference
Progress 8	-0.91	-0.65	0.26
Attainment 8	29.52	30.9	1.38
Entering Ebacc.	21.88%	13.89%	-7.99%
5+ in Eng. and maths	15.63%	11.11%	-4.52%
4+ in Eng. and maths	43.75%	33.33%	-10.42%
4+ English and maths Gap PP v non-PP	15.43%	34.67%	19.24%

5+ English and maths Gap PP v non-PP	17.02%	22.89%	5.87%
English Lang. 5+	25.81%	25%	-0.81%
English Lang. 4+	51.61%	58.33%	6.72%
English Lit. 5+	12.9%	11.11%	-1.79%
English Lit. 4+	48.39%	36.11%	-12.28%
Maths 5+	31.25%	16.67%	-14.58%
Maths 4+	56.25%	41.67%	-14.58%
5+ Sci.	12.9%	13.89%	0.99%
4+ Sci.	45.16%	27.78%	-17.38%
Progress 8 English	-0.95	-0.52	0.43
Progress 8 Maths	-0.51	-0.49	0.02
Progress 8 EBacc	-0.62	-0.7	-0.08
Progress 8 Open	-1.49	-0.89	0.60

- Overall improvement in progress from -0.91 to -0.65 (increase of 0.65)
- Overall improvement in attainment from 29.52 to 30.9 (increase of 1.38)
- Whilst both of the above represent a positive trend of continued improvement, the gaps with Non-PP remain as illustrated by the difference between those achieving both 4+ and 5+ in both English and maths.