

Pupil premium strategy statement – Goole Academy

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1260
Proportion (%) of pupil premium eligible pupils	28.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mrs K Holt
Pupil premium lead	Mr R Jackson
Governor / Trustee lead	Mrs B East

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£378 000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£378 000

Part A: Pupil premium strategy plan

Statement of intent

Goole Academy is focused on closing the gap between disadvantaged and non-disadvantaged students' attainment and ensuring that progress is better than the national outcome. Our intention is that all students, irrespective of their background or the challenges they face make good progress and achieve high attainment across the curriculum when compared to students nationally. Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. Spending decisions aim to address the complex barriers to learning that can be faced by disadvantaged students to enable change to take place in their educational outcomes.

The following key principles underpin our decision making:

- Focused on outcomes – all pupil premium spending should have a measurable impact on student achievement and attainment and there should be a clear plan for measuring the impact of the spending.
- Evidence based – interventions should take account of current research and evidence of best practice. Intervention with a low impact should be avoided.
- Needs based – funding decisions, especially around expensive tier 3 funding, should be influenced by student need, based upon a thorough knowledge and understanding of individual students.
- Data driven – several sources of data should feed into an understanding of the issues that our disadvantaged students might face. Data might include: subject area reports, behaviour and attendance records and performance tracking data.

The ultimate objectives for disadvantaged students at Goole Academy are:

- To narrow the attainment gap between our disadvantaged and non-disadvantaged students.
- For the attendance of our disadvantaged students to exceed the national average.
- For all our disadvantaged students to exceed nationally expected progress in English and maths
- For disadvantaged students still affected by the pandemic to have attainment and progress to have attainment and progress in line with other students.

We will:

- be proactive in identifying the needs of students
- act quickly when a need is identified
- ensure high levels of challenge in the work set for all students
- encourage all staff to take responsibility for the outcomes of our disadvantaged students and have the highest expectations

Most of our strategies are spread across all year groups, which helps us to avoid the possibility of 'initiative overload' for Year 11 students.

Challenges

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

Challenge number	Detail of challenge
1	<p>Curriculum: Achievement gaps exist on entry. The average scaled score for maths is: 99 PP vs 103 for other students and for reading is 100 PP vs 137 for other students. The curriculum must be implemented securely and consistently by all teachers for disadvantaged students so that they can develop detailed knowledge and skills and, as a result, achieve well.</p>
2	<p>Literacy, reading and mathematics: Almost half of disadvantaged students arriving this year (47%) presented with reading ages below their chronological age. 9% of disadvantaged students (24 students) arrived with reading ages below 10 years.</p> <p>Disadvantaged students this year arrived with an average reading age of 10 years 8 months which is over two years below the average reading age of the non-disadvantaged students (12 years 9 months).</p> <p>In Year 7 we have 9 students eligible for Pupil Premium who have a reading age of 8 years or below.</p> <p>There is an increased focus on reading given the huge impact the pandemic has had on all students, but especially those that are disadvantaged. Following the GL NGRT reading assessment all students who are identified as requiring support with reading are assigned to one or more of various reading interventions. These interventions are bespoke and tailored to each student's specific reading needs.</p> <p>The weakest readers requiring support with phonics take part in small group sessions on the phonics programme Fresh Start by Ruth Miskin. This supports them in developing their decoding ability and the literal skill of word-reading. Students who have good phonological awareness and already possess the ability to read but need to develop comprehension, vocabulary and fluency are assigned to one of two programmes depending on their level of need: Rapid Plus or Reading Plus. We also have weekly guided reading sessions with students who just require extra support with connecting all these skills together.</p> <p>There is also a whole school reading and literacy focus which is delivered through student and staff engagement with the Delta Reading Routes and Word of the Week schemes. These schemes aim to develop students' enthusiasm for reading for pleasure and widen their vocabulary, respectively. In addition to this, KS3 take part in weekly Drop Everything and Read sessions where students spend 20 minutes in a different lesson each week reading alongside staff members. All staff have also received training on ERS (our English Reading Strategy) with the aim of reducing reading barriers in all subjects through intellectual preparation and the use of specific strategies targeting students according to reading ability.</p> <p>Mathematical ability of disadvantaged students is significantly below that of their non-disadvantaged peers (99 vs 103)</p>
3	<p>Behaviour: Disadvantaged students are over-represented when receiving consequences and sessions in the Pupil Support Room (C5). However, many of the C5 sanctions are instead of a suspension to keep disadvantaged students in the school building with access to work and support. These may also be served in the PLC where interventions can take place.</p>
4	<p>Pastoral: Some of our students have difficulties with social skills, incorrect uniform, lack of support at home, anger management issues, the need for mentoring/counselling, etc. Although this is not just isolated to disadvantaged students, it does mean that certain key students (who are more likely to be disadvantaged) struggle in school and need support via mentoring.</p>

Challenge number	Detail of challenge
5	Homework/Revision/Organisation: There is a clear gap for students eligible for Pupil Premium around completion of homework, meaning that students need support with homework and further strategies on revision. Development of approaches to support students' knowledge retention and recall is an area currently being worked on.
6	Attendance: There is an attendance gap between our disadvantaged and non-disadvantaged students. There is historically a higher percentage of disadvantaged students than non-disadvantaged students, who are persistently absent (absent for 10% or more sessions from school). Attendance rates for students eligible for PP in 2023-24 was 90.7% vs.92.7% for non-PPstudents. This reduces their hours in school and impacts negatively on their progress and attainment. Persistent absence was 29.2% for PP students compared to 22.3% for non-PP students.
7	Personal Development: On entry, some disadvantaged students 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.
8	Digital Disadvantage: Many disadvantaged students do not have access to technology to enable them to complete online tasks set or take part in online revision materials.
9	CEIAG: Disadvantaged students often have low aspiration and can be less resilient.
10	Parental Engagement: The attendance of parents/carers of disadvantaged students at parents' evenings is typically lower than that of non-disadvantaged students. This means that these parents / carers are not fully aware of their child's current academic progress or how best to support them.
11	Mental Health and Physical Health: The mental health of disadvantaged students has declined further after the pandemic, with an increase in referrals to external agencies for support. The physical health of disadvantaged students must also be a focus throughout the year. Students must lead healthy lifestyles. 32% of the students with a wave 1, 2 or 3 risk assessment are disadvantaged.
12	Progress: Ensuring all disadvantaged students make at least expected progress.

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>Curriculum: The curriculum at Goole Academy is ambitious and is designed to give students, and in particular disadvantaged students, the knowledge and cultural capital they need to succeed. This ensures that students eligible for the Pupil Premium make rates of progress that are at least in line with their non-disadvantaged peers. The curriculum is sequenced and ensures that students' knowledge is cumulative.</p>	<p>Quality assurance will show a decreasing gap in progress between disadvantaged and non-disadvantaged students and effective strategies in place to close these. Monitoring and evaluation of work through learning walks, and book scrutiny will show that PROUD is in place and that there is no significant difference between the work of disadvantaged and non-disadvantaged students. Disadvantaged students are able to articulate what they are learning and why they are learning it.</p>
<p>Literacy, reading and mathematics: Good progress is made in reading and writing by disadvantaged students in Key Stage 3. Delta Core assessments to show progress of disadvantaged students in line with progress of non-disadvantaged students.</p>	<p>All new Year 7 students eligible for PP will have a reading age that is at least in line with their chronological age by the end of KS3. Students eligible for PP in Year 7 and 8 make more progress by the end of the year than non-disadvantaged students in English and mathematics in order to catch up.</p>
<p>Behaviour: Significant improvements in the attitudes and behaviour of an identified cohort of students eligible for the Pupil Premium will ensure that they are less frequently removed from lessons and therefore able to achieve well. This will be reflected in the qualifications obtained.</p>	<p>Evidence gathered from monitoring and evaluation will show that students eligible for the Pupil Premium are engaged by high quality lessons that deliver the academy's curriculum intent. Analysis of behavioural data will show a reduction in the average number of negative behaviour events logged per pupil.</p>
<p>Pastoral: Disadvantaged students are wearing the correct uniform and are receiving support with social skills, anger management etc. via mentoring / emotional literacy.</p>	<p>Evidence gathered from the academy Inclusion Officer shows that students eligible for pupil premium funding access services offered within the academy. Improvements are shown in the way that disadvantaged students present themselves.</p>
<p>Homework/Revision/Organisation: Improved homework completion through the use of Sparx (for both maths and science), GCSEPod and Languagenut. Homework will support recall and retrieval for disadvantaged students and will support students with connecting new knowledge to existing knowledge. Year 11 have developed and sustained good study habits and enhanced their knowledge of the subjects they are studying.</p>	<p>After school sessions are well attended by disadvantaged students. Homework completion rates are similar for disadvantaged and non-disadvantaged students.</p>
<p>Attendance: Improved attendance rates for students eligible for the Pupil Premium</p>	<p>There is a reduction of the number of persistent absentees amongst students eligible for PP to national average. Improve overall attendance rates of disadvantaged students to be in line with that of non-disadvantaged students)</p>
<p>Personal Development: Disadvantaged students acquire the knowledge and cultural capital that they need to succeed in life.</p>	<p>Disadvantaged students regularly attend a wide range of out-of-classroom experiences including after school clubs. A high proportion of disadvantaged students participate in extracurricular visits and programmes. All disadvantaged students will engage with the academy, tutor, assembly and EPC programme to develop their interest in investigating and offering reasoned views about moral and ethical issues.</p>
<p>Digital Disadvantage: Disadvantaged students are able to access online learning and use online resources in the same way non-disadvantaged students do.</p>	<p>There is no gap between the online Sparx, GCSEpod and Languagenut engagement of disadvantaged and non-disadvantaged students. All disadvantaged students either have access to a device at home, or are able to access homework clubs within the academy to allow them to engage with online platforms.</p>

Intended outcome	Success criteria
<p>CEIAG: Students eligible for the Pupil Premium show increased self-esteem, ambition and aspiration in relation to their life beyond the academy. Students are tracked throughout their time at the academy and placed on a careers pathway monitored by academy staff and Progress Education. This will result in higher aspirations.</p>	<p>Regular feedback from questionnaires demonstrates that students have a clear, well thought out plan with a firm progression pathway in mind. Monitoring and evaluation of tutor and EPC lessons shows that students understand progression pathways and are able to analyse and evaluate their own options. NEET figures for students eligible for the Pupil Premium are better or below national level.</p>
<p>Parental Engagement: Increased parental engagement including improved attendance rates for parents/carers of disadvantaged students at parents' evenings.</p>	<p>The parents/carers of students eligible for pupil premium attend at least one event per year.</p>
<p>Mental Health and Physical Health: The mental health of disadvantaged students improves throughout the year. Mental health issues are quickly identified by the inclusion team and strategies are put in place. The physical health of disadvantaged students improves throughout the year. Students lead healthy lifestyles</p>	<p>Achievement, behaviour and attendance data shows that students identified as suffering with mental health issues are accessing support and improving throughout the year, resulting in a positive outcome. Disadvantaged students learn how to make healthy choices about the food they eat and physical activity they participate in. Students enjoy healthy nutritious meals at school. Attendance to after school PE enrichment sessions is high for disadvantaged students and these students engage in a wide range of physical activities. The achievement of disadvantaged students increases due to healthy lifestyle choices.</p>
<p>Progress: Disadvantaged students are making good progress in key areas such as English and maths</p>	<p>English and maths progress scores are positive for disadvantaged students.</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: £ 181 030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching	<i>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015)</i> suggests high quality teaching as a key aspect of successful schools. EEF toolkit: • Collaborative learning: +5 months	1, 12
Trust Strategy RAG process. Rigorous monitoring, tracking and intervention of student progress through both faculties, and SLT link.	EEF toolkit: • Individualised instruction: +4 months • Small group tuition: +4 months • Extending school time: research +3 months	1, 12
Director support for subjects. To support DAPs to make the positive progress and achieve their target grades. This group will monitor and implement appropriate interventions. • Progress 8 for DAPs in each subject area is positive • Support for curriculum leaders • 1:1/2:1/small group interventions with DAPs • Cross-Trust analysis of examination results and performance (including question level analysis) • Cross-Trust analysis and sharing of good practice/strategies	EEF toolkit: • Individualised instruction: +4 months • Small group tuition: +4 months • Extending school time: research +3 months	1, 12
Teaching Assistants (TAs) not allocated to students with an EHCP are allocated to departments to improve their subject knowledge and be in the lessons where they can have the most impact. Students become more confident in asking/accepting support when seeing the same person in class regularly. Number of TAs steadily rising.	Student voice is positive when referencing support in lessons. EEF toolkit: • TA interventions: +4 months	1, 12
Increased access to ICT for DAPs and staff. Increased provision of hardware available for students to borrow, in case of a remote learning scenario and implementation of infrastructure to facilitate remote learning. Training for staff, equipment for staff and setting up of intranet sites for staff and students. All students able to access remote learning if needed. All staff able to deliver lessons remotely if required. Work available in class teams for any periods of absence.	During last 'lockdown' it became clear that a significant number of students could not access our remote learning provision due to a lack of devices. After contacting parents of disengaged 'remote learners' we were able to offer loan devices. Subsequent attendance at online learning was as high as 96% EEF toolkit: • Extending school time: research +3 months • Homework: research +5 months	1, 12
Train all middle leaders to enable them to empower their teams to support DAPs in their subject area • All middle leaders clearly identify DAPs and the support they require. • All middle leaders fluent with data packs for use in RAG meetings.	Empowering middle leaders and increasing their responsibility for the progress of all cohorts (including DAPs) has had a positive effect on outcomes. EEF toolkit: • Individualised instruction: +4 months • Small group tuition: +4 months • Extending school time: research +3 months	1, 12
Seating plan software purchased. Allows all staff to access seating plans which have DAPs clearly identified, key data such as reading age displayed and key documents attached to aid planning	This has provided staff with essential information in an easy and accessible format. Subsequent lesson visits and observations show that the data is being used effectively. EEF toolkit: • Collaborative learning: +5 months	1, 12

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

Budgeted cost: £ 187 770

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 or 2:1 support. To enable DAPs to be fully equipped with the skills and subject knowledge they need for their exams. This will be implemented when students require more intense support or where students need to catch up on missed work or reach target grades. Additional tutoring made available to key cohort of disadvantaged students.</p>	<p>This has been an effective strategy in the previous years with positive progress made. Historically, this has only been offered for English and maths but has now been rolled out in other subject areas including MFL, geography and history.. EEF ratings: • 1:1: +5 months • Individualised instruction: +4 months</p>	<p>1, 12</p>
<p>Comprehensive literacy programme. Accelerated Reading, Reading Recovery and Phonics to improve the reading ages of all learners so they can access the curriculum. Ongoing CPD for staff to support whole school literacy initiatives. Learning Resource Centre manager in place. Literacy DEEP role in place and leading on whole school initiatives. Additional resources purchased for library. Drop Everything and Read (DEAR) Reading routes.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn) EEF toolkit: • Reading comprehension strategies: research +6 months</p> <p>Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (<i>The Reading Agency 2015</i>).</p>	<p>1, 2, 12</p>
<p>GL Assessment purchased and used to collect accurate data and measure progress. Regular tracking will enable us to rapidly diminish differences in reading ages of DAPs and identify students who require intervention.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction. EEF toolkit: • Reading comprehension strategies: research +6 months</p>	<p>1, 2, 12</p>
<p>GCSEPod, Sparx (maths and science) and other subscriptions. Sparx gives DAPs access to maths and science tuition out of hours and can test their own progress whilst allowing teachers to pinpoint any skills gap and progress made. GCSEPod covers almost all our curriculum. ICT rooms available before and afterschool to allow students access to resources.</p>	<p>All these platforms have undertaken data analysis to show the effectiveness of their products. Since the school started to subscribe to Hegartymaths.com and then Sparx, our maths outcomes have risen steadily. EEF ratings: • Extending school time: research +3 months • Homework: research +5 months</p>	<p>1, 5, 12</p>
<p>Revision guides provided to all DAPs free of charge. DAPs have access to subject information out of hours and are able to test and check their own progress.</p>	<p>EEF toolkit: • Homework: research +5 months • EEF suggest +8 months progress for meta-cognition and self-regulation Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 5, 8, 12</p>
<p>Key students mentored by members of SLT. Underperforming students identified and assigned a member of SLT as an 'academic mentor'. Regular meetings with students and parents. Progress and attitude closely monitored.</p>	<p>Data from previous years suggest this was a highly effective strategy and increased progress scores in 100% of the students involved by more effective home/school links being established. EEF toolkit: • Mentoring +2 months</p>	<p>1, 3, 4, 5, 6, 10, 12</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Study clubs, Saturday/Holiday Schools and Enrichment Clubs including transport and food.</p> <p>To ensure all DAPs have access to focused in-school revision sessions that will ensure they are fully prepared for their exams. This will ensure their highest possible examination results, which will ensure they have access to Post-16 opportunities and succeed in life.</p> <p>All DAPs are offered 4 enrichment sessions per week.</p> <p>All DAPs attend maths and English holiday study clubs.</p>	<p>As DAPs have been disproportionately affected by Covid-19 and have generally lower attendance than their peers, it seems logical that offering more time with face-to-face teaching will help to address this.</p> <p>Since the school started to take a more disciplined approach to intervention (including rewarding staff), academic outcomes have improved dramatically</p> <p>EEF ratings:</p> <ul style="list-style-type: none"> • Extending school time: research +3 months • Holiday schools: research +3 months 	1, 5, 12
<p>All students able to access curriculum and enrichment trips regardless of cost.</p> <p>Subsidised (sometimes fully) cost of trips etc. so all students can benefit regardless of social circumstances and increase level of aspiration.</p>	<p>Curriculum trips which have a cost attached are less likely to be attended by DAPs. If the cost can be minimised or removed, there will be greater engagement, which we would expect to see mirrored in results.</p> <p>Participation in other trips will hopefully improve aspirations.</p>	7, 9
<p>Bespoke initiatives.</p> <p>System in place to allow teachers to bid for funding from the Pupil Premium Grant to purchase resources to support learning</p>	<p>In our experience, it is prudent to have a contingency fund available for bespoke initiatives for departments to bid for or to cover unexpected circumstances</p> <p>Staff with successful bids evaluate effectiveness.</p> <p>EEF toolkit:</p> <ul style="list-style-type: none"> • Identified after submission 	1, 5, 6, 12
<p>Music lessons</p> <p>All DAPs that take music have opportunity to improve basic skills.</p> <p>Enhance life chances and experience for DAPs.</p>	<p>Students studying music in KS4 have produced excellent outcomes in Year 11</p> <p>EEF toolkit:</p> <ul style="list-style-type: none"> • Arts participation: research +3 months • 1:1 tuition: research +5 months • Extending school time: research +3 months • In 2024, progress was +0.78 for music. 	1, 7, 12
<p>Subsidised materials in DT and Food for DAPs. This enables all students to fully participate in practical lessons.</p>	<p>DAPs studying Engineering and Hospitality in KS4 have improved outcomes.</p> <p>In 2024, progress was +0.90 in Hospitality and catering and +1.21 in Engineering for DAPs</p>	1, 7, 12

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

Budgeted cost: £240 610

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of Attendance and Education Welfare Officer (EWO). Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. EEF toolkit: • Extending school time: research +3 months • Parental engagement: +4 months</p>	6
<p>Ensure all identified DAPs with poor attendance to school have access to key staff including EWO, and if appropriate, attendance monitored by SLT link. The attendance of DAPs to school is significantly below National expectations. Many DAPs have significant social and emotional barriers to learning and are subject to external multiagency plans.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. EEF toolkit: • Extending school time: research +3 months • Parental engagement: +4 months • SLT mentoring: +2 months</p>	6
<p>Remove external barriers by improving school/home communication. Improved communication with all parents but particularly those of DAPs.</p>	<p>Improved confidence in the school from parents, since the change of sponsor, has had a positive impact on home/school dialogue. Problems have often been resolved quickly which avoids an escalation of the situation. Leading Parent Partnership Award gained demonstrating how the school exemplifies best practice. EEF toolkit: • Parental engagement: +4 months</p>	10
<p>Offer consistency through a whole school behaviour policy. Create a purposeful learning environment for all students. Clear expectations and boundaries for students. Additional Year leader in place in KS3 to support increasing numbers.</p>	<p>EEF Supporting Behaviour in Schools Guidance EEF toolkit: • Behaviour interventions: +4 months</p>	1, 3
<p>Careers and Post-16 Guidance. To ensure students are making informed choices about their futures, we will continue with our tailored careers programme which starts in Year 8 and continues throughout. Parental involvement as required. All DAPs to experience CEIAG in each year group through EPC and external sources.</p>	<p>We have involved parents in this process and offer a range of opportunities for students to sample courses available to them after leaving us. EEF toolkit: • Parental engagement: +4 months</p>	9
<p>Bridge/PLC. Barriers to attending school are identified and a personal attendance plan is completed. Students who are not ready for secondary school or students who need additional support (in all years) can access supportive and more bespoke provision.</p>	<p>In our experience, a bespoke curriculum package needs to be established for some learners to engage them back into learning and to raise aspirations for future success. DAPs are 4x more likely to be excluded (<i>Peter Humphries Senior HMI Sec Ed Pupil Premium</i>). EEF toolkit: • Behaviour interventions: +4 months • Social and emotional learning: +4 months</p>	1, 2, 3, 4, 6, 11
<p>Commissioned places/PRU/alternative education. Application for commissioned places for students allowing access to local authority alternative provision. This is to ensure students are engaged in learning in a provision that meets their needs, and to ensure academic outcomes and post 16 pathways. Students have identified key workers who monitor engagement and progress. Improve rates of DAPs transitioning successfully to next phase of schooling, training, or employment. Parental and student views are crucial to success. 75% of the students at an alternative provision were disadvantaged.</p>	<p>Over the last 3 years, alternative provision has reduced the risk of permanent exclusions for 26 students (22 who were disadvantaged). This improves the life chances for those students (and those still in school in many cases). EEF toolkit: • Behaviour interventions: +4 months • Extending school time: +3 months • Social and emotional learning: +4 months • Parental engagement: +4 months</p>	1, 2, 3, 4, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance First. Implement attendance intervention plans for identified students to ensure that the attendance of all DAPs closes the gap with non-DAPs and is in line with their peers. EWO in post with key focus on DAPs. Appointed additional EWO</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. EEF toolkit: • Extending school time: +3 months • Social and emotional learning: +4 months</p>	6
<p>Offer Emotional Literacy sessions and CBT interventions to students and parents who request it using a qualified counsellor or external agencies. Increasing evidence of Social Emotional Mental Health problems in young people especially following the pandemic. Graduated approach to supporting students. Action plans in place for key students, including referrals to external agencies. Mental Health Champion in post. Regular parental contact. Increased capacity for emotional literacy sessions.</p>	<p>Student voice speaks highly of student welfare. Staff aware of students with SEMH issues and approaches to take with them in lessons and outside the classroom. Strong parental feedback. EEF toolkit: • Social and Emotional Learning: +4 months • Extending school time: +3 months • Parental engagement: +4 months</p>	4, 11
<p>Positive ethos and rewards. Provide reward scheme that recognises all children and is applied to all DAPS. Regular rewards for achievement on learning platforms and attendance at extra-curricular/revision activities. DEEP role in place to lead on rewards.</p>	<p>Student voice is positive. EEF toolkit: • Behaviour intervention: +4 months</p>	3, 4
<p>Sustain a system of rewards and incentives for improved attendance/achievement to school. Personalised rewards and recognition to ensure whole school profile raised.</p>	<p>The Department for Education (DfE) published research in 2016 which found that: • The higher the overall absence rate across Key Stage (KS)2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4. • Students with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than students that missed 10-15% of all sessions Students with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than students that missed 15-20% of KS4 lessons EEF toolkit: • Extending school time: +3 months</p>	3, 4
<p>Spare items of uniforms. DAPs access lessons without pastoral or confidence issues. Supply of uniforms/PE kit available to loan. Purchase uniform for students when required to remove barriers to attendance.</p>	<p>The availability of spare uniform and equipment has reduced the numbers of internal exclusions significantly and therefore increased the time in lessons with face-to-face teaching. EEF toolkit: • Extending school time: +3 months • Social and emotional learning: +4 months</p>	4, 6
<p>Year 7 uniform issued to all new starters. Ensure all Year 7 DAPs access lessons without pastoral or confidence issues</p>	<p>EEF toolkit: • Extending school time: +3 months • Social and emotional learning: +4 months</p>	4, 6
<p>Reintroduction of 'free to all' breakfast provision before school. This is improving attendance/punctuality as well as ensuring all students are able to focus in lessons.</p>	<p>EEF toolkit: • Extending school time: +3 months • Breakfast clubs: +2 months</p>	3, 4, 6, 11

Total budgeted cost: £ 609 410

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Results from external examinations during 2023/24 showed that the performance of disadvantaged students had remained above the national average.

Progress 8	2017	2018	2019	2022	2023	2024
Disadvantaged	-0.72	-0.70	-0.09	+0.16	+0.03	+0.19
Non-disadvantaged	-0.32	+0.07	+0.60	+0.77	+0.78	+0.69

Attainment 8	2017	2018	2019	2022	2023	2024
Disadvantaged	34.00	29.20	38.91	41.2	38.6	40.3
Non-disadvantaged	40.00	44.00	49.89	53.76	52.49	50.3

Disadvantaged	2017	2018	2019	2022	2023	2024
5+ English and Maths	24%	11%	36%	33%	36%	32%
4+ English and Maths	37%	22%	48%	46%	52%	51%
Progress 8	-0.72	-0.7	-0.09	0.16	0.03	0.19
Attainment 8	34	29.39	38.91	41.2	38.6	40.3
Progress English	-1.1	-1.17	0.12	0.27	0.04	0.32
Attainment English	3.4	5.78	9.05	9.31	8.48	9.17
Progress Maths	-0.66	-0.6	-0.26	-0.04	-0.26	-0.16
Attainment Maths	3.9	5.51	6.95	7.28	6.86	7.13
Progress EBACC	-0.25	-0.8	-0.38	-0.1	-0.02	-0.02
Attainment EBACC	3.7	7.63	9.97	11.02	10.72	10.82
Progress Open	-0.64	-0.36	0.17	0.52	0.26	0.56
Attainment Open	4.5	10.47	12.95	13.75	12.53	13.20

Despite having a high confidence level in our results for 2020 and 2021 (as our data came from predominantly exam board materials with known grade boundaries, taken under exam conditions), we have decided to only show data for years with external examination series so that we are ensuring a 'like for like' comparison.

The gap between disadvantaged students and their peers has decreased for progress and for overall attainment from the 2023 exam series.

The number of students being entered for EBACC subjects fell last year and is not at the required level yet and remains a target for the duration of this plan.

2019: 10% and 2021: 19%, 2022: 21%, 2023 31% and 26% in 2024.

Our attendance was higher than in 2022/3 with DAPs showing an increase of 3%. This compared favourably to the National figures (FFT).

Attendance	2018/9	2019/20	2020/1	2021/2	2022/3	2023/4
DAPs	90.5%	92.4%	88.7%	85.5%	87.7%	90.7%
Non-DAPs	95.6%	95.6%	95.4%	92.4%	92.7%	92.7%

Other key attendance metrics for DAPs were pleasing compared to the previous year

DAPs	P.A.s	Lates	Severe absence (<50%)
2022/3	45.4%	2.8%	6.1%
2023/4	29.2%	2.8%	3.1%

Improving attendance remains a key focus of the school.

Our assessments demonstrated that the number of student wellbeing and mental health concerns continued to rise last year. This was particularly true for our disadvantaged students, especially those in examination years. Our safeguarding team and tutors made regular welfare checks and support plans were created and implemented for their return to school.

Our reading strategy has continued in earnest and is having a positive impact on all students. but particularly those targeted for additional and more intensive support.

In our current Year 8 cohort, 18 disadvantaged students had a reading score between 69 – 84. After interventions were put in place, this number dropped to 8 students.

When comparing the GL assessment results from September 2023 to April 2024, disadvantaged students at stanines 1 – 3 (our weakest readers) made positive progress. Year 7 students made +5.0 progress and Year 8 students made +5.6 progress (+5 is considered to be 'significant progress').

All 5 of the disadvantaged students who started the phonics programme completed it successfully.

The number of behaviour incidents involving disadvantaged students has fallen in 2023/4 but a disproportionate number of all behaviour incidents (50.3%) involved disadvantaged students.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Relationship and Sex Education	Big Talk Education
Careers Education, Information, Advice and Guidance	Progress Careers
Mental Wellbeing Ambassadors	www.worthit.org.uk
GCSEPod	Soundbite Learning
Sparx (maths and science)	Sparx Learning
CPOMS	CPOMS Systems Limited
GL Assessment	GL Assessment
Accelerated Reader	Renaissance Learning
Lexia Learning	Lexia Learning Systems LLC
Read Write Inc. Phonics	Ruth Miskin Training
Unifrog	Unifrog
Complete Maths	La Salle Education
Languagenut	Languagenut Limited
Bromcom	Bromcom
Third Space Learning Tutoring	Thirdspacelearning.com
Fresh Start	Ruth Miskin

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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.

The issue of the relative underperformance of our disadvantaged students has been given the highest profile this year (and will be in the future until we remove the performance gap between them and their peers in school). The performance of our students, and in particular our disadvantaged students, continues to be above National averages and our progress score for dis-advantaged students remains positive.

We will continue to review the effectiveness of this policy throughout the year and will make amendments as required.

There is a built-in contingency fund for projects we have yet to identify. This could be a need identified by the leadership team or from a bid from a department or individual. A previous example of this was the purchase of scientific calculators for students to help them to access learning outside of school.