

The Friary School

PUPIL PREMIUM STRATEGY STATEMENT 2024-2026

Introduction

Our Pupil Premium Strategy Statement is recorded in line with the format specified in DfE Guidance which can be viewed [here](#).

This statement details our school's use of Pupil Premium funding to help improve the attainment of our Disadvantaged students and runs for two full academic years - so from September 2024 to July 2026.



It outlines our Pupil Premium Strategy, how we intend to spend the funding in the next two academic years, and the previous two years' outcomes for Disadvantaged students.

This plan would normally encompass a 3-year strategy but due to the impact of COVID on performance measures we intend to review the approach before the resumption of the DfE Performance Tables from Summer 2027 to better facilitate review against national benchmarks and to ensure that our provision continues to adapt around the changing needs of COVID catch-up which evidence shows most seriously affects those students from Disadvantaged families.

Headline Data

School Overview

Detail	Data
Number of Students in School	1,232
Proportion (%) of Pupil Premium Eligible Students	18.2%
Academic Years that our current Pupil Premium Strategy Plan covers	2024-2026
Date this Statement was Published	January 2025
Date on which it will be Reviewed	September 2026
Statement Authorised by	Headteacher / Governing Body
Pupil Premium Lead	Sophie Grigg (Assistant Headteacher) / Matt Allman (Headteacher)
Governor / Trustee Lead	Nicola Townsend / Gillian Findlay

Funding Overview

Detail	Data
Pupil Premium Funding Allocation this academic year	£196,350
Pupil Premium (and Recovery Premium) Funding carried forward	£0
Total Budget for this academic year	£196,350

Part A - Pupil Premium Strategy Plan

Statement of Intent

Our Pupil Premium funding for 2022-2023 was £184,195 and 2023-2024 was £209,070. Historically, we were also granted the COVID Recovery Premium but this has been withdrawn. The current Pupil Premium funding for 2024-2205 stands at £196,530.

Our intention is that all students, irrespective of their background or the challenges, make good progress and achieve high attainment across the curriculum. Within this, the focus of our Pupil Premium Strategy is to support Disadvantaged students to achieve this goal and in enabling this we look beyond the classroom to facilitate their learning through support for attendance, behaviour, peer and social engagement, wider participation and aspirations, and in securing a successful post-school destination.

Within these foci, we will integrate wider support agencies (where appropriate), including social workers, SEND support, the Virtual School, external health / mental health agencies, wider family support, as well as other community organisations. This approach reflects our emphasis on the whole child and our commitment to providing wrap-around interventions to secure success for each Disadvantaged student.

High-quality teaching is at the heart of our approach, with a focus on areas in which Disadvantaged students require the most support informed through a wide range of evidence. It is proven that this has the greatest impact on closing the Disadvantaged attainment gap and at the same time benefits Non-Disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that Non-Disadvantaged students' achievement will be sustained and improved alongside that of their Disadvantaged peers.

To ensure this teaching is effective we will:

- ensure Disadvantaged students are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for Disadvantaged students' outcomes
- raise expectations of what they can achieve

The Pupil Premium is funded per Disadvantaged student - so £1,050 for each of the 187 Disadvantaged students on roll. However, the funding is not allocated per student and can be utilised to support other children experiencing Disadvantage or requiring additional support or intervention. This emphasis is demonstrated by our new focus which has identified a cohort of children residing in our main locale of Disadvantaged families, who do not qualify for Free School Meals, but who live within the particular challenges and aspirations of those areas. Consequently, we have identified them as a focus group for raising achievement. Equally, we have other students who need additional support or guidance during their time with us and they may well benefit through this funding stream

This updated Pupil Premium policy has been re-written having reviewed past strategies, re-designed our approaches to better suit need, integrated wider reading and research on supporting Disadvantaged students, and following a Trust-led review of Pupil Premium provision in Autumn 2024. This review saw Trust representatives meet with students and leaders to review provision, suggest developments and to reflect on the effectiveness of approaches and outcomes. Equally, we have considered our OFSTED feedback in this area from Spring 2024 which consisted of a query on the suitability of the policy format and that outcomes were very strong. Nonetheless, we have continued with the tact of maintaining the policy format as the [policy template](#) is recommended by the Department for Education.

Challenges

This table details the key challenges to achievement that we have identified among our Disadvantaged students:

No.	Focus	Details of Challenge
1	Consistent '1 in 5' Pupil Premium	We have a consistent proportion of Disadvantaged cohorts which are continuing over the next five years; ie - Summer 2024 saw 20.3% (42/207), with forthcoming cohorts seeing a small increase; ie = Y11 = 19.1% (38), Y10 = 22.1% (45), Y9 = 19.3% (41), Y8 = 16.0% (34), Y7 = 21.5% (45). This necessitates a continued wider scope of monitoring and interventions in order to maintain standards. This will be in the context of further students not having formal 'Disadvantaged' status but still learning within the context of 'Disadvantaged' life experiences.

No.	Focus	Details of Challenge
2	Maintaining High Standards of Disadvantaged Outcomes; ie - our Summer 2024 P8 score of +0.46 was substantially higher than national average of c.-0.50	We have usually secured Disadvantaged Progress at 0.0+ (so in the Top 20% of schools) for the last three validated academic years; ie - 2024 = +0.46, 2023 = -0.02, 2022 = +0.17, 2019 = +0.02, 2018 = +0.02. Our Year 11 (Summer 2023) cohort has a pocket of students who are persistent non-attenders and have very high level of need. Despite extensive interventions - involving a range of approaches and agencies - there were embedded contextual cultures which did not support improvement. However, with extra post-COVID time these scenarios were reduced in Summer 2024 where we achieved superb outcomes. Nonetheless, our current Year 11 (so the Summer 2025 cohort) has a high proportion of non-attenders - many of whom are medically signed off school - and a significant portion of these are Disadvantaged so potentially there will be a downward trajectory fluctuation in headline data. Nonetheless, it would be expected that our outcomes would be above national Disadvantaged averages. See Part B for outcomes. Our Year 10 (Summer 2026) cohort is well-established and in a different contextual place to their Summer 2025 counterparts. The focus will be on further extending their rates of progress so that they further close the gap with Non-Disadvantaged progress.
3	Raising Achievement E- Bacc Subjects	The overall Progress measurements in the overwhelming majority of subject areas are above national averages for the Disadvantaged cohort yet there are still areas to improve, such as Maths (-0.08 in Summer 2024 - though up from -0.41 in Summer 2022 when our last Pupil Premium Strategy began). Additionally, the gap between Disadvantaged and Non-Disadvantaged is around ¾ grade. The school has seen marked improvements in outcomes since 2016 - with the key focus since 2019 of GCSE English and Maths at Grade 5+ successfully boosted in Summer 2022 (61% - from 43% in Summer 2019) and this has been maintained through into 2024. However, despite excellent rates of progress compared to national averages, this improving picture needs to see a further closing of the achievement gaps, even in subject areas like English (+0.77 v +0.27) and the Open Pot (+1.55 v +1.34) where outcomes levels are particularly positive.

No.	Focus	Details of Challenge
4	Sustaining Increase in E-Bacc Entry	It is important we retain a positive standard in entry levels for the E-Bacc for all students, including Disadvantaged students. The overall picture has seen an upward trajectory; le - 2020 = 31.8%, 2021 = 38.5%, 2022 = 57.1%, 2023 = 60.0%, 2024 = 64.7%, 2025 = 65.2%, 2026 = 63.7%. This trajectory has been replicated in the increasing Disadvantaged cohort take the E-Bacc suite of subjects; le - 2020 = 14.7%, 2021 = 16.3%, 2022 = 23.1%, 2023 = 41.2%, 2024 = 37.5%, 2025 = 36.8%, 2026 = 40.0%. The increase impact of COVID on the Disadvantaged cohort brought an increased risk to this trajectory so it was important that our catch-up approach - especially in French and Maths for the E-Bacc where the inter-connectivity of learning is greatest - was maintained. However, with the reduced emphasis on E-Bacc entry it is likely we have already reached an overall tipping point in terms of entry level. Even so, for the 2024-2026 period we expect to at least maintain the proportion of Disadvantaged students pursuing the E-Bacc route.
5	Re-Establishing Learning Routines	The impact of COVID has had a lasting impact on all students, but those students who are Disadvantaged are evidentially more likely to be adversely affected. This presents a necessity to maintain a sharp focus on embedding learning routines in all lessons, with a focus on those children who are at increased risk of becoming disengaged. The overall picture in the school is positive and the continuity and systems in our school after the primary transition see students settle into our model and then move on to secure successful outcomes. Even so, there remains a need to focus on students on an individual basis, and on the Disadvantaged cohort in particular; for example, within our exclusion figures, Disadvantaged students are disproportionately represented. This connects more widely into related issues including mental health, familial issues, personal well-being, etc.

No.	Focus	Details of Challenge
6	Re-Establishing Attendance Routines	Similarly, the COVID legacy has negatively impacted nationally on attendance levels, and once more the Pupil Premium / Disadvantaged cohort has been most adversely affected. Our overall attendance levels for 2023-2024 were down on pre-COVID levels but are better than the current national averages; ie - Absence = 6.9% (NA = 8.5%) / Persistent Absence = 18.8% (NA = 23.9%). As per the national trend our Disadvantaged cohort had lower levels of attendance; ie - Disadvantaged Absence = 12.0% (NA = 13.3%) / Disadvantaged Persistent Absence = 38.7% (39.8%). We expect our Disadvantaged attendance levels to be better / in line with national averages, but clearly there remains an urgency in boosting these levels of attendance. Indeed, the most significant impact on our Disadvantaged data comes from a cohort of persistent no-attenders in Year 11 who are signed off school for medical conditions and hence do not attend. Looking down from Year 11, we only have 1 student who falls into this category. Consequently, despite working hard to support this group through their final exams, we expect to see a greater improvement in attending during 2025-2026 when this Year 11 cohort will have moved on. This connects more widely into related issues includes mental health, familial issues, personal well-being, etc.

Intended Outcomes

This explains the outcomes we are aiming for by the end of our current strategy and how we will measure whether they have been achieved:

No.	Intended Outcomes	Success Criteria
1	To ensure overall Disadvantaged outcomes remain substantially above national averages and the gap with Non-Disadvantaged students has reduced.	The Premium / Disadvantaged outcomes for Summer 2024 were our best ever at +0.46. However, comparative outcomes for Summer 2025 and 2026 are not possible due to the absence through COVID of KS2 data to inform Progress 8 data. Consequently, with Summer 2024 seeing Disadvantaged students score an Average Grade of 4.85, we are looking for at least 4.75 for the Summer 2025 (even with the significant absentees) and for Summer 2026, which is slightly lower, but remains ambitious, as both cohorts were of lower ability on entry according to CATs data. Beyond this, we are aiming for Summer 2027 - when Progress 8 is due to resume - to at least match the Summer 2024 outcomes.

No.	Intended Outcomes	Success Criteria
2	To ensure Disadvantaged in the English, Maths, E-Bacc and Open Pots are positive and Disadvantaged / Non-Disadvantaged gaps are significantly reduced	The Premium / Disadvantaged outcomes for Summer 2024 were our best ever at +0.46 - and with the English, Maths, E-Bacc and Open pots all significantly better than national averages - and we are pitching above these levels for Summer 2025 and Summer 2026. However, in light of the lack of Progress 8 data, we are instead aiming for Average Grades of 4.25+ in all GCSE subjects and 5.25+ in all vocational subjects. This data would be comparable to Summer 2024 outcomes despite the fact that both cohorts were of lower ability on entry according to CATs data.
3	To at least maintain the overall and Disadvantaged E-Bacc entry levels	Our E-Bacc entry levels are significantly above national averages; ie - in Summer 2024 we were at 64.7% against a national average of 39%. The Disadvantaged E-Bacc entry level echo this trend and stood at 37.5% in Summer 2022. Looking forward, we are targeting the Disadvantaged E-Bacc entry levels to be at 40%+ by Summer 2026.
4	To further improve Disadvantaged attendance levels so they are significantly better than national averages and the gap with Non-Disadvantaged students has reduced.	All 2023-2024 indications are that our overall Absence at 6.9% (NA = 8.5%) and Disadvantaged Absence at 12.0% (NA = 13.3%) are both notably better than national averages. Likewise, our Persistent Absence at 18.8% (NA = 23.9%) and Disadvantaged Persistent Absence at 38.7% (39.8%). Nonetheless, we expect our Disadvantaged attendance rates to improve through 2024-2026, especially after the current Year 11 cohort depart. Within this, we are targeting a reduced gap between Disadvantaged and Non-Disadvantaged attendance rates and would expect to see all rates to at least maintain the extent of betterment of national averages with a more marked improvement on Disadvantaged Persistent Absence by Summer 2026.
5	To further improve Disadvantaged exclusion levels so they are significantly better than national averages	All our suspension figures were below national averages (2022-2023) for both All students (5.03% against NA = 18.9%) and Disadvantaged students (14.49% against NA = 46.58%). Meanwhile, our exclusion figures were in line with national averages (2022-2023) for both All students (0.32% against NA = 0.22%) and Disadvantaged students (0.97% against NA = 0.58%). We consider suspensions and exclusions a necessary and important component of behaviour management but will be seeking to further reduce both Disadvantaged measurements, so that exclusions remain in line, and suspensions fall against national averages by Summer 2026. Equally, we are targeting a reduction both in total and in terms of the gap between Disadvantaged and Non-Disadvantaged students' suspensions and exclusions.

No.	Intended Outcomes	Success Criteria
6	To define and support those non-Disadvantaged students who reside in 'Disadvantaged' locales and so have lives impacted upon by community and contextual challenges.	All indications are that our most challenging Disadvantaged students commonly reside in a particular locale and within particular families who may not be formally identified as 'Disadvantaged' but have and face the characteristics of 'Disadvantage'. This affects all key outcomes, whether it be attainment, progress, attendance or suspensions / exclusions, or NEETs. Consequently, we are targeting a clear and robust programme identifying, tracking and intervening with this cohort of students in order to raise their outcomes in all spheres. This cohort will be identified on our SISRA tracking package and will become a focus group for our Outcomes Lead and for individual teachers who will be clear which students fit this category in their classes.

Activities in Academic Years 2024-2025 / 2025-2026

This details how we intend to spend our Pupil Premium funding this academic year to address the challenges listed above.

Teaching

Budget Allocation - £100,000

Challenge Numbers	Activity	Supporting Evidence for Approach
1, 2, 3, 4, 5,6	<u>Data Analysis & Tracking (RBS & SGG)</u> All Disadvantaged students from the start of Year 7 onwards will be reviewed on at least a termly basis in terms of their ability and aptitude using the following measures: Review of KS2 scores; le - how well they performed in their SATs Review of CAT data; le - how well they performed in their CATs Review of target data; le - what is 'expected progress' for the end of KS4 Reviewed of SEND data; le - what formal support do they need in lessons Review of 'Ability Check' data; le - what low-level support do they need in lessons Review of other data; le - summer-born, English / Maths bias, etc Review of attendance data; le primary absence rate Review of parent engagement with graduate-level qualifications; Eg - obtaining a university degree or equivalent qualification / training	Educational Endowment Foundation DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' (Feb 2024) The Key for School Leaders Previously successfully used strategy

Challenge Numbers	Activity	Supporting Evidence for Approach
1, 2, 3	<u>Maths Teaching Strategies (SSN/CML)</u> Targeted Use of GCSE 'Experience' Papers with Years 8 & 9 'Big Room' teaching with targeted cohorts and staff development for key grade boundaries Entry Level Maths Qualification as a Low Ability KS4 stepping stone experience Teacher development through team teaching and related MAD work Development of teaching specialisms within ages and stages Scheduled subject area rewards and incentive to support classroom learning and progress Parent Partnership Evening sessions to clarify approaches, strategies and aspiration Extended use of teaching time in pre-school, after-school and Saturday School targeted boosters Curriculum development role to clarify and hone team strategies Strategic over-staffing to maximise planning and team approaches	Educational Endowment Foundation National Tutoring Programme-Style Initiative DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' (Feb 2024) The Key for School Leaders Previously successfully used strategy
1, 2, 3	<u>Science Teaching Strategies (HBT/DBN)</u> Booklet approach to teaching and content to secure consistent subject knowledge and develop application skills 'Big Room' teaching with targeted cohorts and staff development for key grade boundaries Teacher development through team teaching and related MAD work Development of teaching specialisms within ages and stages Scheduled subject area rewards and incentive to support classroom learning and progress Parent Partnership Evening sessions to clarify approaches, strategies and aspiration Extended use of teaching time in pre-school, after-school and Saturday School targeted boosters Curriculum development role to clarify and hone team strategies Strategic over-staffing to maximise planning and team approaches	Educational Endowment Foundation National Tutoring Programme-Style Initiative DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' (Feb 2024) The Key for School Leaders Previously successfully used strategy

Challenge Numbers	Activity	Supporting Evidence for Approach
1, 2 & 3	<u>French Teaching Strategies (RBS/SGG/CSN)</u> Field trip targeting in Year 9 and Year 11 with aspirational work, mentoring, extension tasks and motivational exercises ‘Big Room’ teaching with targeted cohorts and staff development for key grade boundaries Teacher development through team teaching and related MAD work Scheduled subject area rewards and incentive to support classroom learning and progress Parent Partnership Evening sessions to clarify approaches, strategies and aspiration Extended use of teaching time in pre-school, after-school and Saturday School targeted boosters Strategic over-staffing to maximise planning and team approaches	Educational Endowment Foundation National Tutoring Programme-Style Initiative DfE Guidance ‘Using Pupil Premium: Guidance for School Leaders’ (Feb 2024) The Key for School Leaders Previously successfully used strategy
1, 2, 3, 4, 5, 6	<u>KS4 Mock / Final Exam Support Strategies (SGG)</u> Dovetailed assessment and mock exams to ensure sequential build-up of learning and acquisition of skills Disadvantaged students involved in Mock Exams will be approached in advance to support target-setting, revision and preparation Disadvantaged parents will be contacted in advance of the mock exams and the dates, foci, revision materials and implications of the results will be explained to them Subject Disadvantaged Leads will provide specific guidance and support in readiness for the assessment Walking / Talking Mocks to support exam preparation and understanding - with specific support for targeted Disadvantaged students Pre-Exam Briefings scheduled for final exams before each final exam with last-minute reminders with subject teachers Incentives will correlate with the Key Stage Four Awards / Prizes	Educational Endowment Foundation National Tutoring Programme-Style Initiative DfE Guidance ‘Using Pupil Premium: Guidance for School Leaders’ (Feb 2024) The Key for School Leaders Previously successfully used strategy

Challenge Numbers	Activity	Supporting Evidence for Approach
1, 2, 3, 4, 5, 6	<u>Teaching Provision (SSN/SGG)</u> Monitoring of classroom and homework / online provision and engagement to ensure that Disadvantaged students are receiving appropriate support and interventions which in turn brings strong progress This includes focus on Disadvantaged students in MAD meetings, departmental training and guidance, and subject-level interventions	Educational Endowment Foundation DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' (Feb 2024) The Key for School Leaders Previously successfully used strategy
1, 2, 3, 5	<u>Subject Area Tracking (RBS/SGG)</u> The tracking and analysis of KS3 student progress data in Maths, English and Science - in conjunction with the Key Stage Lead - in order to ensure that overall Disadvantaged progress levels remaining better than national averages and bring reduced gaps in outcomes The follow-on tracking and analysis at KS4 to ensure P8 and attainment measures are met with personalised reviews to secure individual progress	Educational Endowment Foundation DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' (Feb 2024) Previously successfully used strategy
1, 2, 3, 5	<u>CPD Interventions (SSN/SGG)</u> The Key Stage Three and Key Stage Four Leads will provide training and guidance to subject teachers on specific teaching and support strategies appropriate to Disadvantaged students. These sessions will be built into whole-school training and meeting schedules Each subject area has their own MAD (Monitoring and Development) schedule for meetings and interventions and Disadvantaged provision is expected to be a high-profile component of this programme. Key Stage Leads will be proactive in dropping into the Disadvantaged intervention and planning sessions Each subject area in 'optional' Key Stage Four subjects will receive an overview of Disadvantaged student progress data so they can focus on strategically raising overall standards; both in terms of addressing under-achievement, but also in stretching high-fliers operating above expected progress	Educational Endowment Foundation DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' (Feb 2024) The Key for School Leaders Previously successfully used strategy

Challenge Numbers	Activity	Supporting Evidence for Approach
1, 2, 3, 4, 5, 6	<u>Examiner Training (MAN)</u> Supported and incentivised formal examiner training to ensure subject areas have specialist skills in exam technique and marking criteria application Dissemination of key exam strategies to students and teachers in order to hone exam technique and instruction of exam technique in a systematic way. Parental liaison over exam technique in targeted subjects; ie - English, Maths, French, vocationals, etc	Previously successfully used strategy
1, 2, 3, 4, 5, 6	<u>Recruitment & Retention Payments (MAN)</u> Targeted recruitment and retention payments for strategically placed staff who are key players in the delivery of subject teaching to Disadvantaged students Targeted recruitment and retention payments for curriculum development posts in target subject areas to clarify and hone practice in relation to overall delivery, and with a key focus on the delivery of subject teaching to Disadvantaged students	DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' (Feb 2024) Previously successfully used strategy

Targeted Academic Support

Budget Allocation - £70,000

Challenge Numbers	Activity	Supporting Evidence for Approach
1, 2, 3, 4, 5, 6	<u>Strategic SLT Overview of Student Performance & Progression (RBS/SGG)</u> Review of progress and objectives; ie - outcomes, attendance, behaviour, Satchel One, E-Bacc, etc Review of resources and support at home; Eg - revision guides, reading books, IT access, etc Review of access to events and opportunities; Eg - Saturday Schools, field trips, etc Review of career / aspiration goals; ie - appropriateness of aspirations in relation to performance	Educational Endowment Foundation DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' (Feb 2024) Previously successfully used strategy

Challenge Numbers	Activity	Supporting Evidence for Approach
2, 3, 5	<u>Accelerated Reading / Reading Rewards Programme (LHN/SSN)</u> A team of staff dedicated to providing reading support and challenges across Key Stage Three. This includes a dedicated Disadvantaged focus, support, parental liaison, drop-ins, etc	Educational Endowment Foundation DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' (Feb 2024) The Key for School Leaders Previously successfully used strategy
2, 5	<u>Music Tuition Fees (MAN/JHD)</u> A support programme designed to subsidise musical tuition fees for Pupil Premium / Disadvantaged students. This includes full and partial funding and continues into the Sixth Form	Educational Endowment Foundation National Tutoring Programme-Style Initiative Previously successfully used strategy
1, 2, 3, 5, 6	<u>Learning Hub (SGG/SNE)</u> This KS4 facility designed to provide withdrawal support for students on a reduced / re-designed curriculum in order to maximise their grades in key subjects. This includes alternative KS4 accredited courses, resources, ICT facilities, extended opening hours, lunch-time withdrawal and AM registration support. The integration of targeted online vocational courses related to career aspirations via the National College	Previously successfully used strategy
1, 2, 3, 4, 5, 6	<u>Year 9 Pathways (RBS/MAN)</u> Disadvantaged students will be guided onto the appropriate pathway and their choice will be scrutinised as part of the standard review process Disadvantaged students with choices that raise questions will be met with and mentored over the implications of their decisions	Educational Endowment Foundation National Tutoring Programme-Style Initiative DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' (Feb 2024) The Key for School Leaders Previously successfully used strategy
1, 2, 3, 5, 6	<u>Year 11 Saturday / Holiday Schools Attendance (SGG)</u> All Disadvantaged students will be reviewed as a specific cohort in terms of attending Saturday and Holiday School sessions - with praise / challenge depending on their level of engagement Incentives will include praise postcards, verbal praise in mentoring meetings, as well as provision via the Key Stage Four Awards / Prizes	Educational Endowment Foundation National Tutoring Programme-Style Initiative DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' (Feb 2024) The Key for School Leaders Previously successfully used strategy

Challenge Numbers	Activity	Supporting Evidence for Approach
1, 2, 3, 4, 5, 6	<u>Curriculum Cost Analysis (MAN/RBS/SGG)</u> All Key Stage Four courses will be reviewed for costs of equipment and activities so that this is spelt out to all students / parents at Pathways Evening and appropriate support is put in place to facilitate access for all All Key Stage Four courses will have links provided for purchases that are cheapest available options for purchases; Eg - art sketchbook, CGP guidance, novels, ingredients, etc. The provision of such items for Disadvantaged students will be linked into the Key Stage Four Awards / Prizes More generally, there will be set points in the school year when all Disadvantaged students receive stationery and other resources to support learning (where appropriate); Eg - pens, highlighters, note-pads, revision cards, etc NB - This is <u>not</u> a funding guarantee for all Disadvantaged students	Previously successfully used strategy
1, 2, 5, 6	<u>KS4 Vocational Exams (SGG/SFR/KFS)</u> Disadvantaged students and parents will each receive targeted qualification maps through Key Stage Four where vocational and academic exams are plotted out for the student and parents These exams will be subject to advance meetings to secure preparation and links will be made with appropriate revision resources and activities Parents of Disadvantaged students will be called regarding mid-Key Stage Four exam results and their implications will be clearly mapped out Incentives will correlate with the Key Stage Four Awards / Prizes	Educational Endowment Foundation National Tutoring Programme-Style Initiative DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' (Feb 2024) The Key for School Leaders Previously successfully used strategy
1, 2, 3, 5, 6	<u>External Academic Mentoring (LHN/MSN/SGG)</u> The Disadvantaged students will be prioritised with academic mentoring with community partners including the employability team, the Co-Op, etc Elsewhere, there will be CV and job application support prioritised for this cohort, as well as students identified on the RONI This will be dovetailed with the Sixth Form application and interview process, as well as overall external and internal careers and aspirations support programmes	Educational Endowment Foundation DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' (Feb 2024) The Key for School Leaders Previously successfully used strategy

Challenge Numbers	Activity	Supporting Evidence for Approach
1, 2, 3, 4, 5, 6	<u>Humanities ‘Participation’ Field Trips (MAN//RBS/SGG/SGE):</u> Year 7 Warwick Castle (History) Trip (RBS/SGG/LRE): Disadvantaged students’ attendance on this trip will be reviewed to identify students potentially missing the trip due to issues like cost, or children who then do not attend on the day itself Incentives will include subsidised trip, spending money, etc Year 8 Peak District (Geography) Trip (RBS/SGG/SGE): Disadvantaged students’ attendance on this trip will be reviewed to identify students potentially missing the trip due to issues like cost, or children who then do not attend on the day itself Incentives will include subsidised trip, spending money, etc Year 9 Normandy (French) Trip (RBS/SGG/CSN) Disadvantaged students’ attendance on this trip will be reviewed to identify students potentially missing the trip due to issues like cost, or children who then do not attend on the day itself Incentives will include subsidised trip, spending money, etc Year 11 Paris (French) Trip (RBS/SGG/CSN) Disadvantaged students’ attendance on this trip will be reviewed to identify students potentially missing the trip due to issues like cost, or children who then do not attend on the day itself Incentives will include subsidised trip, spending money, etc NB - This is <u>not</u> a funding guarantee for all Disadvantaged students	Educational Endowment Foundation DfE Guidance ‘Using Pupil Premium: Guidance for School Leaders’ (Feb 2024) The Key for School Leaders Previously successfully used strategy
1, 2, 3, 5, 6	<u>Breakfast & After-School Boosters (SGG)</u> The staging of targeted pre-school and after-school booster classes and other activities - with a priority on English, Maths and Science - which are targeted to support Disadvantaged students in meeting / exceeding their target grades	Educational Endowment Foundation National Tutoring Programme-Style Initiative DfE Guidance ‘Using Pupil Premium: Guidance for School Leaders’ (Feb 2024) The Key for School Leaders Previously successfully used strategy

Challenge Numbers	Activity	Supporting Evidence for Approach
1, 2, 3, 4, 5, 6	<u>Year 10 Awards / Prizes for KS3 Performance (RBS/SGG/MSN)</u> These awards / prizes will be for targeted Disadvantaged students who need the incentive or deserve the reward RBS / SGG / MSN will identify appropriate rewards for targeted Disadvantaged students which are age-specific, attractive, creative and within budget Incentives will include family meals at take-away / restaurant, reading books, vouchers, revision guides, event tickets, ice-cream rewards, etc	Educational Endowment Foundation The Key for School Leaders Previously successfully used strategy
1, 2, 3, 5, 6	<u>Revision Materials & Guidance (SGG)</u> The provision of revision and study resources and guidance to ensure that Disadvantaged students are meeting / beating their target grades The provision of a focused Grade 5 revision booklet for all appropriate students - with a focus on Disadvantaged - that drills down on the core requirements to meet this key national benchmark. This also includes engagement with online provision; Eg - MathsWatch, Dr Frost, Satchel One, etc	Educational Endowment Foundation National Tutoring Programme-Style Initiative DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' (Feb 2024) The Key for School Leaders Previously successfully used strategy Primarily School-Led Initiative - Grade 5 Focus
1, 2, 3, 5, 6	<u>Academic / ACE Mentoring (SGG)</u> The staging of subject-based mentoring sessions to address both under-achievement and the extension of high-fliers in order to strategically maximise Disadvantaged students' progress This also includes parental support and careers / aspiration interventions and it is led by the SLT via SGG as KS4 Lead	Educational Endowment Foundation DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' (Feb 2024) The Key for School Leaders Previously successfully used strategy
1, 2, 3, 4, 5, 6	<u>Focus on the 'Disadvantaged' Non-Disadvantaged (SGG)</u> The identification and tracking of the identified cohort of particular students / families who may not be formally identified as 'Disadvantaged' but have and face the characteristics of Disadvantage The deployment of interventions at class, subject area and strategic level to support all outcomes for this cohort	Primarily School-Led Initiative Educational Endowment Foundation DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' (Feb 2024) The Key for School Leaders

Wider Strategies

Budget Allocation = £25,000

Challenge Numbers	Activity	Supporting Evidence for Approach
1, 2, 3, 4, 5, 6	<u>Whole-School & Targeted Parent / Carer Meetings:</u> All Disadvantaged parents / carers will be met with during the school year where appropriate: Y7 Tutor Evenings; le - review in September of Year 7 to discuss 'settling in' with Parents Parents Evenings ACE Meetings Partnership Evenings Y9 Pathways Evening Sixth Form Open Evening	Educational Endowment Foundation DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' (Feb 2024) The Key for School Leaders Previously successfully used strategy
1, 2, 3, 4, 5, 6	<u>Raising Aspirations Programme (HBT)</u> An internal Aspirations Mentor and an External Careers Advisor are responsible for informing aspirations so that career routes, entry requirements and world of work options are clarified and Disadvantaged students are specifically targeted through mentoring, guidance, field visits and guest speakers. This includes dedicated Disadvantaged time, targeted interventions, aspiration support group, aspiration visits and parental liaison	Educational Endowment Foundation DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' (Feb 2024) The Key for School Leaders Previously successfully used strategy
1, 2, 3, 4, 5	<u>Attendance (RBS)</u> Disadvantaged students will be reviewed at set points as part of our Attendance Action Plan and high-level of absence will be picked up and dealt with via formal processes Overall attendance - not reaching formal interventions but still eliciting concern - will be picked up via SGG monitoring; le - targets set, parental contact, etc Incentives will include attendance awards in relation to RBS interventions; Eg - magician shows, shooting experiences, fairs, etc	Educational Endowment Foundation DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' (Feb 2024) The Key for School Leaders Previously successfully used strategy

Challenge Numbers	Activity	Supporting Evidence for Approach
1, 2, 3, 5, 6	<u>Internal / External Mentoring (LHN/MSN/SGG)</u> The use of internal mentors and external providers to support Disadvantaged students in making progress by addressing barriers related to engagement, attendance, behaviour, etc This includes dedicated Disadvantaged time, targeted interventions, mentoring support groups and parental liaison	Educational Endowment Foundation DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' (Feb 2024) The Key for School Leaders Previously successfully used strategy
1, 2, 3, 5, 6	<u>Governor Student Panels (LHN/MSN)</u> Disadvantaged students will be meet with the Governor Student Panel if they are eliciting behavioural concerns and their Disadvantaged status will be considered by governors Usually, parents also attend these panels alongside their child These panels also praise students doing well and Disadvantaged students will be a sustained focus in these sessions Incentives will be verbal praise and letters from the Governing Body relating to positive progress depending on the student's Key Stage	Previously successfully used strategy
1, 2, 3, 5, 6	<u>Year 11 Leavers Assembly / Prom (LHN/SGG/MSN)</u> All Disadvantaged students will be met with in relation to the Y11 Prom and advised to attend Incentives will include subsidised tickets, spending money, nail bar discounts, hair / tanning discounts, limo discounts, etc NB - This is <u>not</u> a funding guarantee for all Disadvantaged students	Educational Endowment Foundation The Key for School Leaders Previously successfully used strategy
1, 2, 3, 5, 6	<u>Year 11 Leavers Assembly / Prom (LHN/SGG/MSN)</u> All Disadvantaged students will be met with in relation to the Y11 Prom and advised to attend	Educational Endowment Foundation The Key for School Leaders Previously successfully used strategy

Challenge Numbers	Activity	Supporting Evidence for Approach
1, 2, 3, 4, 5, 6	<u>Pre-Pathways Careers Advice (RBS/MAN/LHN)</u> Disadvantaged students will have a careers interview in the Autumn of Year 9 which will focus on their aspirational preference (le - post- questionnaire) There will also be a focus on English & Maths, Science (as a priority subject), attendance records, behaviour records and general approach There will be a provisional look at pathways' routes and choices - though the emphasis will be that columns are provisional (until the March of Year 9) There will be a formal careers / aspirations letter covering all of these factors sent to parents - including categorical information on the route that are / are not open to the students on their current trajectory Disadvantaged parents will be offered the opportunity to meet with a careers advisor before the Year 9 Pathways Evening in March; le - between January and mid-March	The Key for School Leaders Previously successfully used strategy
1, 2, 3, 5, 6	<u>Post-16 Careers Advice (HBT)</u> Disadvantaged students will have a careers interview in the first- half of the Autumn of Year 11 which will focus on their aspirational preference; le post-questionnaire There will also be a focus on English, Maths and Science (as priority subjects), attendance records, behaviour records, readiness for the November Mocks, and general approach There will be a provisional look at Sixth Form entry - prior to the Sixth Form Open Evening - though the emphasis will be that columns are provisional (until the November March of Year 11) - as well as alternative routes with a similar or different qualification routes and choices There will be a formal careers / aspirations letter covering all of these factors sent to parents - including categorical information on the routes that are / are not open to the students on their current trajectory Disadvantaged parents (where appropriate) will be offered the opportunity to meet with a careers advisor before the end of the Autumn Term; le - between November and December	Educational Endowment Foundation DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' (Feb 2024) The Key for School Leaders Previously successfully used strategy

Challenge Numbers	Activity	Supporting Evidence for Approach
1, 2, 3, 5, 6	<u>Sixth Form Open Evening (HBT)</u> All Disadvantaged students will be individually reviewed for their suitability for Sixth Form places and those with the entry grades / potential to access the offer will be met with individually to talk through their application All Disadvantaged students will be tracked in relation to their Sixth Form offer and be subject to 'reminder' meetings to emphasise grade requirements and steered towards bridging units, etc, as appropriate Disadvantaged students with choices that raise questions will be met with and mentored over the implications of their decisions Incentives will include support in obtaining appropriate revision guides and materials for respective Sixth Form choices NB - This is <u>not</u> a funding guarantee for all Disadvantaged students	Educational Endowment Foundation DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' (Feb 2024) The Key for School Leaders Previously successfully used strategy
1, 2, 3, 5, 6	<u>Y11 to Sixth Form Transition & Wider Post-16 Support (HBT)</u> Targeted support with transition work and guidance meetings with Pupil Premium / Disadvantaged students to secure academic and personal transition into the Sixth Form On-going contact with potential NEET / vulnerable Disadvantaged students to ensure their progression into post-16 provision moves through successfully	Previously successfully used strategy

Part B - Review of Academic Year 2023-2024

Outcomes for Disadvantaged Students

The following outcomes were achieved by Year 11 Disadvantaged students in 2023-20234

Progress

Focus	All	National	Disadvantaged
All P8	+0.85	0.0	+0.46
English P8	+0.77	0.0	+0.27
Maths P8	+0.34	0.0	-0.08
E-Bacc P8	+0.58	0.0	+0.06
Open P8	+1.5	0.0	+1.34
Science Value-Added	+0.320	0.0	+0.023
MFL Value-Added	+0.32	0.0	+0.770
Humanities Value-Added	+1.05	0.0	+0.361

Attainment

Focus	All	National	Disadvantaged
English & Maths 9-7	20.3%	12.5%	14.3%
English & Maths 9-5	61.8%	45.7%	26.2%
English & Maths 9-4	81.6%	65.7%	52.4%
E-Bacc Entry %	64.7%	39.8%	33.3%
E-Bacc 9-5 %	33.8%	24.1%	11.9%
E-Bacc 9-4 %	59.4%	24.1%	26.2%

Attendance

The following attendance levels were achieved across Years 7-11 and all available indications are that these levels are better than / at least in line with national averages:

Focus	All	Disadvantaged	National (All)
Absence	6.9%	12.0%	8.5%
Persistent Absence	12.0%	38.7%	13.3%

Exclusions & Suspensions

The following attendance levels were achieved across Years 7-11:

Focus	All	Disadvantaged	National (All)
Permanent Exclusions	0.32%	0.58%	0.22%
Suspensions	5.03%	14.5%	18.9%

Destinations

The following destinations were recorded for the departing Year 11 cohort in the respective years (with NEET defined as 'Not in Education, Employment or Training'):

Focus	Cohort	All	Disadvantaged
NEETs 2024	207	0	1
NEETs 2023	195	0	0
NEETs 2022	206	1	2
NEETs 2021	182	0	1
NEETs 2020	195	0	0
NEETs 2019	161	0	0

Part C - Review of Academic Year 2022-2023

Outcomes for Disadvantaged Students

The following outcomes were achieved by Year 11 Disadvantaged students in 2022-2023:

Progress

Focus	All	National	Disadvantaged
All P8	+0.73	0.0	-0.01
English P8	+0.69	0.0	-0.36
Maths P8	+0.05	0.0	-0.70
E-Bacc P8	+0.52	0.0	-0.38
Open P8	+1.42	0.0	+0.95
Science Value-Added	+0.296	0.0	-0.268
MFL Value-Added	+0.666	0.0	-0.221
Humanities Value-Added	+0.803	0.0	-0.309

Attainment

Focus	All	National	Disadvantaged
English & Maths 9-7	16.9%	12.5%	0.0%
English & Maths 9-5	53.3%	44.7%	23.5%
English & Maths 9-4	75.9%	65.4%	52.9%
E-Bacc Entry %	59.0%	38.2%	38.2%
E-Bacc 9-5 %	38.5%	15.6%	11.8%
E-Bacc 9-4 %	53.3%	22.9%	23.5%

Attendance

The following attendance levels were achieved across Years 7-11 and all available indications are that these levels are better than / at least in line with national averages:

Focus	All	Disadvantaged	National (All)
Absence	7.32%	12.18%	9.30%
Persistent Absence	19.7%	39.6%	28.3%

Exclusions & Suspensions

The following attendance levels were achieved across Years 7-11:

Focus	All	Disadvantaged	National (All)
Permanent Exclusions	0.29%	0.44%	0.22%
Suspensions	7.0%	24.6%	18.9%

Destinations

The following destinations were recorded for the departing Year 11 cohort in the respective years (with NEET defined as 'Not in Education, Employment or Training'):

Focus	Cohort	All	Disadvantaged
NEETs 2023	195	0	0
NEETs 2022	206	1	2
NEETs 2021	182	0	1
NEETs 2020	195	0	0
NEETs 2019	161	0	0