

Pupil premium strategy statement – Highcliffe School

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

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

School overview

Detail	Data
Number of pupils in school	1576
Proportion (%) of pupil premium eligible pupils	15.61%
Academic year/years that our current pupil premium strategy plan covers. This is year one.	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sarah Giller
Pupil premium lead	Joseph Stevens
Governor / Trustee lead	Julia Tucker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£191,100
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>	£191,100

Part A: Pupil premium strategy plan

Statement of intent

At Highcliffe School we value the power of education to change lives. We support all our students who are educationally disadvantaged because of the impact of SEND or their social or economic circumstances. Our view of educational disadvantage also incorporates all vulnerable young people such as those with social workers, young carers and those we have identified as potentially vulnerable through other life experiences. Circumstances that can lead to this include aspiration and parental engagement, development of language and literacy through reading, health and welfare issues such as diet, emotional support and living conditions and a reduced cultural, social and financial capital.

A key part of our new School Development Plan is the 'Knowledge of all our students'. This drives all our staff, teaching, pastoral and support to understand our students as learners and as people. Understanding the individual barriers of educational disadvantage for our students is the best way our staff can help our students overcome these barriers through all the various policies below but also in the thousands of daily interactions with students in lessons, corridors and around the school. It means the school and staff within take a collective responsibility for removing and reducing the barriers of educational disadvantage that can negatively impact the achievement of all our young people.

Research is clear that the biggest leavers for improving pupil outcomes is access to high quality, effective teaching, excellent attendance and improving reading and literacy. We plan to use our limited resources where they can be the most effective to have the biggest impact on the greatest number of our young people. Our new School Development Plan focuses on the accountability of the school and its staff for the Knowledge, Engagement and Progress of our students. This year's focus is knowledge of students as learners and people to cater our teaching for the individual to best support the engagement and progress of students.

Ensuring high quality teaching is therefore a key part of our strategy. This explains our commitment to regular, high quality teacher CPD and development to ensure our pupils are receiving the best possible education. Our teaching and learning approach is informed and supported by the latest evidence in cognitive science and behaviours and our staff buy in and culture is essential in powering and supporting high quality teaching and learning.

We have also worked hard to grow and improve our careers and further education implementation and delivery. We have various activities, meetings and mentoring sessions within tutor, assembly and curriculum time where students learn about the wide range of opportunities once they leave secondary school. This ensures that students have knowledge and high aspirations of themselves and their future and that their own personal development is supported so that they are ready for post-16 education/training/employment.

We aim to meet all students' individual needs so that in their time in education with us we have changed their lives for the better.

Challenges

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

Challenge number	Detail of challenge
1	<p>Progress There is a gap in progress between disadvantaged and non-disadvantaged students. 2023 Progress 8 results showed students' progress overall was -0.17, the gap between disadvantaged (-0.97) and non-disadvantaged (0.04) students was 1.01. 2024 progress 8 results showed students' progress was -0.07, the gap between disadvantaged (-0.72) and non-disadvantaged (0.09) students was 0.81. This is a national as well as a school issue that needs to be addressed and rectified as soon as possible. Whilst this GAP appears to be shrinking, we need to reduce it quicker and our aim is for the gap to be minimal.</p>
2	<p>Attendance Overall attendance in the 2023-24 academic year was 93.67% and for disadvantaged students was 89.31% which has improved considerably from 85.68% in 2022-23. Nationally these figures are 93.1% and 86%, data from FFT. This shows whilst whole school attendance has improved slightly from last year, it is also higher than the national picture and for our disadvantaged attendance is 3% higher than the national picture. Absence among disadvantaged pupils was 8% higher than their peers in 2022/23 and this has reduced to 5% in 2023-24. Again, this is a national as well as school issue. We have worked very hard to reduce student's absence and will continue to focus on attendance as student absence has a large impact upon student progress.</p>
3	<p>Reading and literacy "Reading is the great social justice lever that's in our gift." Marc Rowland. Standardised reading assessments and observational data from classroom visits show that disadvantaged pupils' reading comprehension is significantly weaker than their non-disadvantaged peers, particularly at the lower end of the distribution in years 7-10. It seems that, on average, the vocabulary, background knowledge and ability of pupils to draw inferences from texts is a significant issue for a large proportion of our disadvantaged cohort. This conclusion talks to the attainment of disadvantage pupils in GCSE language, which measures much of the same reading construct.</p>
4	<p>Resilience, engagement and independence Our observations suggest some lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with</p>

	<p>challenging tasks, notably when completing tasks individually and/or as homestudy and achieving top marks on higher level tasks. This is evident when looking at internal reward and sanction data and suggests disadvantaged students need more support with their 'study skills'. This has resulted in the school's learning and teaching focuses being on retrieval practice, critical thinking, increasing ratio of participation and sustaining intense concentration for extended periods of time in lessons. This year we are looking at collaborative learning approaches to increase students' engagement. However, this challenge is still there and is an ongoing challenge for the school.</p>
5	<p>Behaviour and wellbeing Observations from staff and from lessons and internal data highlights an issue with some disadvantaged pupils not fully participating in their learning, such as taking longer to settle to activities, leaving some work incomplete and giving up a little too easily when asked questions or set tasks. This manifests as a general lack of effort in class. Staff observations and deployment and internal behaviour data point to a rise in social and emotional issues for a significant minority of pupils, including motivation and engagement, mental health issues of anxiety and low self-esteem. These challenges particularly affect all educationally disadvantaged pupils and are having an impact on their levels of academic attainment which results in decreasing punctuality, lesson avoidance (on-site truancy) and further disruptions to their learning. We are working to improve student engagement in lessons and a sense of belonging to look to reduce these issues.</p>

Intended outcomes

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

Intended outcome	Success criteria
Improved progress amongst disadvantaged students across the curriculum at the end of KS4.	A continuation of the reduction of the disadvantage GAP in 2024-2025. By the end of our current plan 2027, GCSE results show that disadvantaged student's progress data is more in-line with their peers.
Improved attendance among disadvantaged students. There will be reduced persistent absence for disadvantaged students.	A continuation in the reduction of absence for our disadvantaged students. For 2024-2025 attendance for our disadvantaged students above 90% and above the national mean. By 2027 all attendance for all students to be similar and ideally as close to or above 95% as possible.

Improved reading and literacy amongst all students and especially our disadvantaged students. An increase in students' progress in English at GCSE.	A reduction in the disparity between the attainment of disadvantaged and non-disadvantaged students at GCSE. This should be seen in all subjects due to improved literacy, not just in GCSE English. A reduction in the progress GAP to under 0.5 in the core subjects for 2024-2025 and a narrowing of this GAP in all subject by 2027.
Increased levels of independent learning and self-regulation.	Improvement on completion and quality of homestudy completed. Survey of students' study habits and production of revision material for assessment.
Improved student wellbeing and feeling of school belonging and effort in class.	Data from student voice and surveys, parents and staff surveys and teacher observations. An increase in engagement with extra-curricular activities from our disadvantaged students and a reduction in lack of effort sanction data.
An improvement in the aspirations (work, life and education) of disadvantaged students across all students in all year groups.	Aspirations will be noted in SIS as part of the 'knowing students' Attendance to careers events and support will be monitored and disadvantaged students encouraged to attend through direct contact. Student engagement in extra-curricular activities will be recorded and monitored and show that disadvantaged students have access to trips, visits and clubs and represent the school in sports competition.
Reduce suspensions and narrow gap in commendation and demerit data.	We currently have a high proportion of our disadvantaged students receiving suspensions. They are also collecting more demerits and less commendations. Through the work with staff and students we would like to reduce the suspensions and demerits and increase the commendations. This will hopefully show in data at the end of 2024-2025.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £75000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching for all students.	<p>Our new School Development Plan is focused on the Knowledge, Engagement and Progress of our students.</p> <p>Evidence shows that the most effective strategy to improve outcomes for disadvantaged students is high quality inclusive teaching.</p> <p>“To improve education outcomes for any specific group of students teach everyone better.” Tom Sherrington</p>	1,2,3,4,5
This INSET Day we will be focusing on the ‘Engagement’ element of the School Development Plan through three distinct workshop sessions:	<p>Our first T&L INSET of the year focused on: -</p> <ul style="list-style-type: none"> • Fostering Kindness: Every Child Deserves a Champion • Fostering Collaborative Environments • Reading for Pleasure 	1,3,4,5
Monitoring and tracking of student assessment data	<p>Continuous assessment data (KS3) and progress checks (KS4/5) share live information with parents online. KS4 and KS5 data informs interventions across subject areas.</p>	1,4,5
Personalised learning and teaching for KS4 Pathways group	<p>In Year 10, the GCSE Pathways group is made up of around 50% Pupil Premium students. These students get an additional English and Math lesson per week to support them in these key core subjects to enable them to make the best next steps in their life journeys.</p>	1,2,4
Reading for pleasure. We want to create a “reading-for-pleasure” culture at Highcliffe School.	<p>Highcliffe School recognises that many students may not read for pleasure at home and that this is a problem that tends to worsen as students get older. Highcliffe School recognises that it has a responsibility to ensure all pupils, including students</p>	1,3

	in older year groups, “have the time and motivation to read widely and often.”	
Disadvantaged students specific CPD on what it is to be a Pupil Premium student at Highcliffe School.	Pupil Premium Lead produced student and staff surveys on current view on disadvantaged students. This was linked to the SDP and need for focus on high quality teaching, attendance and knowing students with the aim to improve progress and experience of all disadvantaged students in school.	1,2,4,5
Bespoke school CPD offer to support staff development and high-quality teaching.	Internal CPD every Wednesday organised by Teaching and Learning lead to support high quality teaching with newest ideas on pedagogy, research and teaching. Staff attend two sessions per term as part of their directed time to maintain and improve their own teaching and learning.	1,4,5

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

Budgeted cost: £50000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading and spelling assessment. Year 7 on entry and end of Year 7, then end of Year 8.	Year 7, year 8 and year 9: 20 pupil premium students identified for intervention in reading or spelling. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2,4,5
Training LS Provision Co-Ordinator in Speech and Language to enable language support	Two of our LSAs (Katie Douglas and Sarah Trinder) have attended an afternoon training session very recently, this support will be ongoing within the team. We are doing this via LSAs as the EHCP numbers have increased and this has impacted on support needed and changes to coordinator working hours. Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.	1,2,4,5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Access to Jubilee Centre	<p>Bespoke support for students, addressing issues with timetable, long term medical, self-esteem, mental health issues. An in-house alternative to offsite alternative provision. aimed to increase attendance for vulnerable students. There is a breakfast club for young carers which is run by Jubilee staff.</p> <p>We had a large cohort of disadvantaged students accessing support in Jubilee last year.</p> <p>We are seeking to implement Functional Skills in English and Maths via Jubilee provision</p> <p>EEF states: Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,3,4,5
Reading and spelling interventions (Rapid Reading, Rapid Plus and Spellzone)	<p>We currently offer Rapid Plus, Read on and Spellzone will continue once all ages and scores have been finalised and slots found across the LS timetable. New subscription purchased for Spellzone.</p> <p>Rapid Plus is a recommended resource in the publication 'What works for children with literacy difficulties' G Brookes.</p> <p>https://www.helenarkell.org.uk/documents/files/What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition.pdf</p>	1,3

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

Budgeted cost: £66000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or	2,4,5

	<p>cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
To expand and develop wellbeing support for Pupil Premium students through the introduction of a Mental Health support worker	There is a need for an additional member of staff to support student wellbeing. The new Mental Health support worker is running support groups such as a nurture group, a friends group, supporting the Looked After Children (LAC) and a wellbeing group as well as offering 1:1 sessions.	2,4,5
Pastoral Lead support	National data shows a clear link to attendance and progress/attainment. Pastoral Leads refer students to further wellbeing support as required. Attendance is being closely monitored by pastoral leads and interventions given and monitored.	2
Careers Adviser	Our School Development Plan identifies further growth for supporting aspirations of our disadvantaged students towards careers. Our Careers Adviser currently prioritises Pupil Premium students with 1:1 appointments.	2,4,5
The Brilliant Club	Additional academic experiences such as the Brilliant Club, which is an additional study programme for selected more able students in Year 8 to build aspiration towards University study. This is again in the process of being launched for the current year and we had 14 students complete it last year.	1,4,5
Virtual Subject evenings	Virtual parents' evenings, are accessible to all from home and this is something we are continuing and monitoring the impact of attendance across time.	1,2,4,5
Pupil Premium funding to support trips and activities	Duke of Edinburgh is supported with the first payment via PP budget. Pupil Premium funding is in place to make this accessible to all. Smaller, educational day trips are usually part or half funded depending on interest and cost. As is equipment such as materials for creative arts.	1,4,5
Learning and Teaching notes	Learning and Teaching notes are completed for Pupil Premium students, so teachers have access to a profile about the student, their background, strengths, needs and aspirations and how best to support their learning.	1, 2, 3, 4, 5

	More emphasis of T&L notes and when these have been updated via email and communication to staff to look at them.	
Shine Project (Girls) Thrive Project (Boys)	<p>Vulnerable students (PP, Young Carers) identified for support.</p> <p>These projects are again ongoing this year and having a positive impact with the students taking part.</p> <p>I feel this wellbeing programme is a beneficial experience for the boys and promotes positive image and thoughts.</p> <p>The nature of the group particularly for boys allows a safe and confidential space for the boys to be open and able to discuss their feelings.</p> <p>This group promotes a unity amongst them as they may share the same thoughts feelings and issues.</p>	2,4,5
Contacting parents prior to parents' evening and school events to encourage attendance and participation. Sending information to parents who do not attend regarding their child's progress and targets	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.</p> <p>We are continuing this method of communication with parents to increase engagement with parents' evenings.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1,2,4,5
Provision of resources and revision guides at KS4 and 5.	<p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored.</p> <p>More staff are requesting revision guides for students via pupil premium champion.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	1,4,5
Outdoor education and social and cultural capital	<p>To support the wellbeing and sense of belonging of students we are looking at ways to offer them experiences that are new and different to them.</p> <p>This is to try and build their self-belief and worth, improve their teamwork and build a feeling of belonging with the school.</p>	1,2,3,4,5

	This will be through external providers and also looking at what we can provide in house to give our disadvantaged students new life experiences.	
Reduction in suspensions and reducing gap in demerit and commendation data.	We will actively look to reduce the number of suspensions for our disadvantaged students and also reduce the gap between disadvantaged and non-disadvantaged students in demerit data. We will also look at commendation data as well.	1,2,4,5

Total budgeted cost: £191000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024 update

2024 progress 8 results reflected the national picture and growth of the disadvantage gap. Students' progress was -0.07, the gap between disadvantaged (-0.72) and non-disadvantaged (0.09) students was 0.81.

Overall attendance in the 2023-24 academic year was 93.67% and for disadvantaged students was 89.31% which has improved considerably from 85.68% in 2022-23. Nationally these figures are 93.1% and 86%, data from FFT. This shows whilst whole school attendance has improved slightly from last year, it is also higher than the national picture and for our disadvantaged attendance is 3% higher than the national picture.

Absence among disadvantaged pupils was 8% higher than their peers in 2022/23 and this has reduced to 5% in 2023-24.

There is currently no national disadvantage GAP data to compare as of 5/11/24.

2022 Progress 8 results showed the growth of the progress gap due to the after effects of the covid pandemic. Students' progress overall was -0.05, the gap between disadvantaged (-0.59) and non-disadvantaged (0.05) students was -0.64.

Nationally the gap is -0.70. (Disadvantaged pupils averaged a Progress 8 score of -0.55, non-disadvantaged pupils averaged a Progress 8 score of 0.15.)

2023 progress 8 results reflected the national picture and growth of the disadvantage gap. Students' progress was -0.17, the gap between disadvantaged (-0.5997) and non-disadvantaged (0.045) students was -0.64.

Due to a lack of data at KS2 there is no national progress data to compare our disadvantaged GAP for our 2023-24 results with a national trend. However, it is widely accepted that the disadvantage GAP has widened considerably as a national picture. So, to put our 2023-24 GAP of 0.81 into context is not easy but it gives us something to aim to reduce for this coming year.

Absence among disadvantaged pupils was 5.57% higher than their peers in 2021/22 and persistent absence 26.46% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a key focus of our current plan. Our data for pre covid pandemic in 2018-19 absence among disadvantaged pupils was 3.79% higher than their peers in and persistent absence 17.3% higher.

Absence among disadvantaged pupils was 8% higher than their peers in 2022/23 and this has reduced to 5% in 2023-24. This shows our school focus and hard work on attendance is having a positive outcome and it is good to see us having more impact than the national average, especially in the context of being a seaside town on the south coast.

So, the outcomes for disadvantaged students at Highcliffe school are slightly more positive than for disadvantaged students nationally we believe. However, this gap is much larger than previously, in part due to the after effects of the covid pandemic and this is again shown in the national data. We continually building and improving our interventions and support for disadvantaged students and looking for way to close gaps earlier when they are smaller lower down the school. Over time as these cohorts move through the school, we expect via our interventions the disadvantage gap to narrow and are hopeful at some point to close it completely.

Research from the EEF shows that by involving parents more in their children's education will have positive outcomes. This is a low cost and effective communication channel. Hopefully with the continuation of virtual parent's evenings making attendance from home easier and with the Pupil Premium Champion calling targeted families to inform prior to fast-track booking texts going out, we will see a steady improvement in both bookings and attendance.

Use and data from interventions

Reading intervention (Rapid Plus/Read On) after 14 weeks intervention:

Year 7

Number of students on the intervention: 6

Average ratio gain reading: 5.8

Ratio gain for Pupil Premium Students: 3.5

Summary: 6 Students carried on with Rapid Plus, they all have made progress, 3 made enough progress to stop the intervention. 3 will remain on the intervention in the Autumn 2024 term.

Year 8

Number of students on the intervention: 7

Average ratio gain reading: 4.8

Ratio gain for Pupil Premium Students: 4.1

Summary: Of the 7 students on the intervention, almost all have made progress, 5 will stop the intervention and 2 will carry on in the Autumn term. The one student who did not make progress will be monitored closely and will be considered for EAA screening towards the end of Year 9.

Spelling intervention (Spellzone) After 14 weeks intervention:

Year 7

Number of students on the intervention: 14

Average ratio gain: 2.1

Ratio gain for Pupil Premium Students: 2.7

Summary: 5 of the students have made enough progress with their spelling to stop the intervention. The one student who did not make progress is affected by attendance and external factors.

Year 8

Number of students on the intervention: 20

Average ratio gain: 2.6

Ratio gain for Pupil Premium Students: 3

Summary: 6 of the students on the intervention have made good progress and will stop the intervention. 8 will remain on the intervention. 5 students didn't make progress, of these 3 have either been screened for dyslexia or are known to have a diagnosis. All 5 students will be closely monitored in the Autumn term 2024 and screened for EAA towards the end of Year 9.

Year 9

Number of students on the intervention: 8

Average ratio gain: 3.9

Ratio gain for Pupil Premium Students: 0

Summary: Of the 8 students 5 were retested. The 2 who were not retested one was long term absent due to health and one refused testing. Of the 5 that were retested 4 made progress. The one who did not make progress will be assessed for EAA. 2 have had LASS screening and one student have some signs of dyslexia, and one had no signs of dyslexia. All students will not continue the intervention in Year 10 but will be looked at for EAA.

Personalised learning and teaching KS4 Pathways group: 11 PP students are currently within study skills groups in years 10 and 11.

Access to Jubilee Centre: 30 pupil premium students accessed Jubilee over the course of last year. This was to support attendance or bespoke timetables.

To expand and develop wellbeing support/ ELSA Support. The school has appointed a Mental Health Support worker and for some students has commissioned Listening Ear to provide counselling for some students as part of the school's graduated response. The school has received the AcSEED Award for Mental Health Provision in school. Groups have included registration nurture groups, anxiety groups, motivation groups, social communication groups. 1:1 work includes mentoring, light touch mental health support and signposting and ELSA support.

2023 there were 95 students in the school received ELSA support.

In 2024 so far this year 45 students have received ELSA support and there were 23 Pupil Premium students attending Nurture group provision.

Shine and Thrive projects:

Since October 2022 we have run two Thrive interventions and one Shine intervention. There are 12 students in each intervention. Altogether it has been accessed by 36 students which 24 of these students are pupil premium. Thrive 2022 there was only four pp students.

Shine 2023 all students attended were pp.

Thrive 2023 8 students are pp.

Shine 2024 6 out of 12 students were PP.

I feel this wellbeing programme is a beneficial experience for the boys and promotes positive image and thoughts.

The nature of the group particularly for boys allows a safe and confidential space for the boys to be open and able to discuss their feelings.

2024 provider feedback.

Transforming the lives of young people

This was a lovely group of students to work with. I felt that they listened and interacted well with both myself and each other. I hope that they continue to support each other moving forward and wish them all the best for their future.

Brilliant club: 2021-22 we 11 students attend the brilliant club. 6 students were Pupil Premium, two achieved 2:1, three achieved 2:2 and one was working towards this level. This was a great opportunity for them to experience University life and to raise their aspirations. 2022-23 we have 14 students attending the Brilliant club starting in January with 8 of the Pupil Premium. All 14 students submitted their final assignment. 8 students achieved a 1st or 2:1, 5 students achieved a 2:2 and 1 student a 3rd so all passed.

2023-24 we had 4 students obtain a 1st, 5 students a 2:1 and 3 students a 2:2 which is great. Feedback and results for assessment was well above the national average for all students, disadvantaged and non-disadvantaged.

Virtual subject evenings: Improving parental engagement of Pupil Premium parents at subject evenings. In 2020-2021 it was 63% and 2021-2022 it was again 63%. 2022-23 there was a dip to 52% which we are in the process of improving by early and increased communication with parents before parents' evenings.

For the 2023-24 academic year parent attendance had improved to once again be 63% of pupil premium parents attending all school parents evening. We will look to continue this upwards trend for the coming academic year.

Duke of Edinburgh engagement: Over the last 5 years engagement of Pupil Premium students with DofE has been around 12%, dipping to 10% for 2021-22 but for the current academic year 2022-23 it is 18%. This is a slightly positive number compared to the Pupil Premium cohort as a whole of 17% which shows an increase in engagement which is great. Recruitment for DofE 2023-24 is a little slower in part I think increased costs. Currently we have around 11% of students involved which is a drop and something to look at.

Externally provided programmes

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

Programme	Provider
Rapid Plus	Pearson
Spellzone	Spellzone
Read On	Collins
Brilliant club	TheBrilliantClub.org

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***

We have very few service premium students and this funding is used and allocated on a one to one basis which is based on the needs on the individual students.

Further information (optional)

Our new Pupil Premium strategy sits very closely alongside the aims of our new three-year whole School Development Plan (SDP) which focusses on achieving consistency in staff and student culture of values and attitudes. This is through the Knowledge, Engagement and Progress of our students.

We all have to maintain our high aspirations and high expectations; there is no change without the consistent behaviours of staff and students needed to embed those values and attitudes; and the knowledge, skills and understanding underpinning strategies to embed those behaviours.

Consistency and a drive towards continuous improvement will improve the overall educational experience and examination outcomes of our disadvantaged students.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of school's database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.