

Pupil premium strategy statement – Lady Lumley’s School

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	718
Proportion (%) of pupil premium eligible pupils	16.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	January 2025
Statement authorised by	Clair Foden
Pupil premium lead	Samantha Squibb
Governor / Trustee lead	David Read

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 117 075
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£ 117 075

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium strategy has one central aim: to improve outcomes for all socio-economically disadvantaged pupils. No matter their background, all pupils can reach their potential through high-quality education. The ultimate aim is for both disadvantaged and non-disadvantaged students to make the same high levels of progress.

High quality teaching is the centre of our approach, ensuring that all students access the same well planned and sequenced curriculum, whilst receiving the support needed in order to progress. Implicit in the intended outcomes detailed below is the intention that the attainment and progress of non-disadvantaged students will be sustained and improved alongside their disadvantaged peers. Our plan will use rigorous diagnostic approaches to remove assumptions about our disadvantaged students, e.g. attendance data, attainment data and information on access to resources. Using robust evidence, we can then identify who will receive the correct intervention to make use of the best resources available to the school. The approaches we have adopted complement each other to help pupils excel. To ensure that they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene at the point need is identified by meeting regularly and conducting RAG meetings for KS4 pupils
- Analysing the performance of KS3 pupils after each trust assessment.
- Measuring impact towards the end of each term and publishing this on the academy website
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

The pupil premium strategy plan will work towards achieving this goal by;

- improving the attendance of disadvantaged students.
- reducing suspensions and improving behaviour for pupil premium students
- ensuring that disadvantaged students are informed about, enabled to access and participate in enrichment opportunities.
- raising the aspirations of disadvantaged students.
- ensuring our disadvantaged students experience equity in their educational experience - providing equal opportunities and resources to all students, regardless of their backgrounds, abilities, or circumstances, to ensure they reach their full potential.
- using student voice to improve the outcomes for disadvantaged students.
- ensuring that disadvantaged students are supported to have clear progression routes to level 3 courses and given guidance for progression from Key Stage 3 to Key Stage 4 and then to make their post-16 choices.
- improving parental information and engagement.

Vulnerable students, such as those who have a social worker or are young carers will also benefit from the activities outlined in this statement, regardless of whether or not they are disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Attendance rates for disadvantaged students are lower than for the non-disadvantaged students. In the academic year 2023-24 attendance for disadvantaged students was 10% lower than it was for other students. Persistent absence rate in 2023-24 for disadvantaged students was 27% higher than for 'other' students.
2	Curriculum Achievement gaps exist on entry. The average scaled score for maths in 2024 was 101.6 PP v 104.8 for other pupils and for reading is 103.3 PP v 105.9 for other pupils. We must ensure that the curriculum is implemented securely and consistently by all teachers for disadvantaged pupils so that they can develop detailed knowledge and skills and, as a result, achieve well. We must also ensure that students are supported to make aspirational and appropriate curriculum choices into both Key Stages 4 and 5.
3	Home learning Homework completion and attendance at additional study sessions is lower for PP pupils than it is for 'others'.
4	Pastoral Care The mental health of disadvantaged students has declined, with an increase in referrals to external agencies for support and more frequent access to pastoral support in school. The physical health of disadvantaged pupils must also be a focus throughout the year, so that pupils can lead healthy lifestyles.
5	Behaviour PP pupils receive more consequences, suspensions and C5s than non-PP students which can detrimentally impact upon their academic progress.
6	Literacy and Mathematics SEND PP SRO On entry, average KS2 scores for Maths and Reading are lower for SEND + PP students, compared to SEND only (Y8 & Y9). However, current KS4 cohorts show higher prior attainment for SEND + PP, compared to SEND only. Current KS4 cohort have no official KS2 data (covid) – data taken from other assessments in school. Current Year 7 SEND + PP students have average reading age of 10 years, 6 months on entry, compared to SEND only average of 10 years, 8 months. Literacy SSQ On entry the KS2 scaled score for reading is lower for PP students than 'others'. All students in Years 7 and 8 take the GL Assessment NGRT. In years 7 & 8 PP students had a reading age 2 years below 'other' students. In September 2024, 20% of Year 7 PP students were in the lowest 3 stanines on the NGRT, whilst only 4% of other students were in the lowest

	<p>3 stanines. For year 8 the percentage of PP students in the lowest 3 stanines was 37% and only 8% for other students.</p> <p>Numeracy EST</p> <p>In the GCSE results in 2024, disadvantaged students made +0.06 progress, compared to 'other' students' progress of 0.56. The average point score achieved for disadvantaged students in maths was 4.09, compared to 'other students' average point score of 4.76. Whilst the gap in attainment and progress in mathematics between PP and non-PP pupils is closing, there is still a difference in both progress and attainment. Nationally the P8 score in 2024 for Disadvantaged pupils was -0.57, whilst for 'others it was +0.16</p> <p>If disadvantaged students literacy and mathematics skills are lower than for 'others' they will find accessing the curriculum harder and fall behind their peers.</p>
7	<p>Parental Engagement</p> <p>The attendance of parents/ carers of PP students at Parent Consultation evenings is typically lower than that of 'others'</p> <p>The BROMCOM APP usage for parents of PP pupils is lower than for parents of 'other' pupils. This is partly due to parents of 'other' students' logging in to add money to their child's account for lunches.</p> <p>The attendance at Supporting Success Evenings is lower for families of disadvantaged students than 'others'.</p> <p>This means that these parents/ carers are not fully aware of their child's progress or how best to support them.</p> <p>We also need to ensure that we collect accurate data to enable more accurate monitoring of attendance at Parent Consultation Evenings.</p>
8	<p>Rurality and Cultural Capital (PD and CEIG) Ensuring all students develop the cultural capital needed to succeed and progress.</p> <p>Due to the rural location of the school some PP pupils have limited experience of other cultures and wider opportunities. Our PP pupils are part of a monolithic culture, which can make it challenging to understand the protected characteristics and recognise the fundamental British values. The nearest universities are over 25 miles from the school. This can result in some disadvantaged students having lower aspirations or wanting to live at home which limits their post-18 pathway options.</p> <p>Access to theatres and museums is also more limited, due to the nearest big city being over 25 miles away. This distance is increased for students living in more rural parts of the school catchment, or on the coast.</p> <p>Focus of careers provision is to increase opportunities to engage with employers and universities, looking at other ways for disadvantaged students to gain a greater insight into different career choices. This is especially important, since the occupation profile in Pickering shows that the percentage of residents in managerial or professional roles is over 10% below the national average.</p>

Intended outcomes

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

Intended outcome	Success criteria
<p>1. The attendance gap between disadvantaged pupils and their non-disadvantaged peers decreases. (In 2023-24 attendance for disadvantaged students was 79.6%, compared to the attendance of 'others' which was 90.7%)</p>	<p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers decreases, so that their attendance is within 5%. Reduce the number of persistent absentees (PA) amongst pupils eligible for PP to the national average (33% PA for PP students in Autumn/ Spring 2023-24) or below.</p>
<p>2. CURRICULUM OFFER - The curriculum is ambitious and is designed to give particularly disadvantaged pupils the knowledge and cultural capital they need to succeed in life. This ensures that pupils eligible for the Pupil Premium make rates of progress that are at least in line with 'other' non-PP pupils nationally.</p> <p>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p>	<p>Analysis of the evidence gathered through the routine monitoring of the quality of education will demonstrate work is demanding and matches the intention of the curriculum for all pupils eligible for the Pupil Premium. Pupil Premium students have equal access and take up rates to all courses and can receive support for the costs incurred with course materials/ trips. Analysis of achievement data will show that gaps in progress between pupils eligible for the Pupil Premium and 'other' non-PP pupils are rapidly reducing. The Most Able Pupils eligible for the Pupil Premium will attain the highest results in national tests, grades (7-9) at equivalent, or better, rates than 'other' non-PP pupils. Monitoring and evaluation of work through learning walks, drop-ins and book scrutiny will show that PROUD is in place. Pupils' work across the curriculum is of good quality. PP pupils are able to articulate what they are learning and why they are learning it.</p>
<p>3. HOMEWORK - Improved homework completion through the use of Knowledge Organiser in KS3(KO), Sparx Maths and Science and GCSEPod. Homework will support the alteration of the long-term memory of disadvantaged pupils. Homework will support the development of understanding and pupils will connect new knowledge with existing knowledge. Improved attendance at study sessions for pupils eligible for the Pupil Premium. This will ensure that they are better prepared for national tests in Year 11 because they have developed and sustained good study habits and enhanced their knowledge of the subjects they are studying.</p>	<p>Behaviour data will show that sanctions are low for poor use of KO, low completion of homework and access to Sparx Maths and Science and GCSEPod. Disadvantaged pupils are rewarded in assemblies and monthly attendance celebrations. Y11 after school study sessions (Study +) are attended by all pupils in receipt of the pupil premium. Parents attend at least one Supporting Success evening.</p>

<p>4. Disadvantaged students accessing pastoral support and support from the school counsellor.</p>	<p>Records from pastoral staff, student voice and school counsellor demonstrate that disadvantaged students are accessing student support proportionately in line with, or more often than their non-disadvantaged peers.</p>
<p>5. Behaviour</p> <p>The ratio between positives and negatives last academic year (23/24) was PP students received 80% positive to negative ratio compared to other students who received an 84% ratio. There is still a 4% gap between PP and non-PP students. This is an improvement on the 22/23 year where the ratio for PP was 72% and non-PP was 82%.</p> <p>In 2023/2024, 68 out of 183 suspensions were PP students, this equates to 37% of our total suspensions. This is an improvement on the previous academic year when in 2022/2023 113 out of 237 suspensions were PP students which equated to 48% of our suspensions.</p> <p>The national picture for suspensions in the academic year 2022/23 (the most recent year with full data) was that the suspension rate for FSM eligible pupils was almost four times that for non-FSM eligible pupils; 21.70 compared to 5.47.</p>	<p>Disadvantaged students receive positive points at the same rate as 'other' students. A reduction in the suspension rates for disadvantaged students. The target for 2022-25 is to reduce the suspensions for disadvantaged students, so that they are proportionately in line with 'other' students.</p>
<p>6. Literacy: High levels of progress in reading and writing for Year 7 and 8 pupils eligible for the Pupil Premium. Students in the lowest 3 stanines on the NGRT are given further screening and suitable reading interventions.</p> <p>Current benchmark -starting point – pupils have taken the GL assessment reading test. In September 2024, 20% of Year 7 PP students were in the lowest 3 stanines on the NGRT, whilst only 4% of other students were in the lowest 3 stanines. For year 8 the percentage of PP students in the lowest 3 stanines was 37% and only 8% for other students.</p> <p>PP students in KS3 make progress in line with, or even better than non PP pupils in the Delta Academies core common assessments (December/ June trust wide assessments)</p>	<p>All new Year 7 and 8 pupils eligible for PP will have a reading age at least in line with their chronological age by the end of KS3.</p> <p>Pupils eligible for PP in Years 7 and 8 make more progress than 'other' pupils in English and mathematics in order to catch up. This will be evidenced using;</p> <p>Reading ages in October and March (Accelerated Reading and NGRT)</p> <p>Year 7 & 8 English and maths trust assessment results in December and June, which will give a progress comparison for students.</p>
<p>7. Parental Engagement – Increased parental engagement, including improved</p>	<p>Data will show that the ratio of positive communication is more than or equal to</p>

<p>attendance rates for parents/carers of pupils eligible for the Pupil Premium at Parent Consultation Evenings and Supporting Success Evenings.</p>	<p>corrective/negatively perceived communication.</p> <p>Monitor through the RAG meetings, to ensure that the contact home to support attainment for PP students is in the same proportion as for 'other' students.</p> <p>The parents/ carers of pupils eligible for PP attend at least one Supporting Success event or Consultation evening.</p>
<p>8. Cultural Capital - Progression rates to suitable courses for disadvantaged students are improved and disadvantaged students receive careers advice before their non-disadvantaged peers.</p> <p>To have a range of opportunities for students to contact employers, for example Scarborough Science and Engineering Fair, Opportunity knocks and Year 12 Work Experience</p> <p>To ensure that assembly, tutor time and LIFE highlight opportunities to develop Cultural Capital. For example, Year 7 Leadership Award. Giving students the opportunity to use of eplatform to access books and podcasts.</p> <p>Music and Drama Department actively promoting PP engagement in School Production, Clubs and Music Service Lessons</p> <p>To use opportunities such as the Brilliant Club to raise PP students' aspirations.</p> <p>Futures lessons to raise awareness of options alongside Alumni and assembly to highlight the range/breadth of opportunities available to PP students/students at LLS</p>	<p>Records of careers interviews show that disadvantaged students receive careers advice first and more often than their non-disadvantaged peers, when supported with the transition between Key Stages. Having benefitted from the careers' guidance contained within the Life curriculum and the tutor programme, students experience a more informed careers interview.</p> <p>The target for 2022-25 is for disadvantaged students to remain in education, employment or training at a comparable rate to their non-disadvantaged peers.</p> <p>Ensure that PP pupils access curriculum enrichment activities at the same rate as 'others'.</p>

Activity in this academic year – SSQ

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: £56 615.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving literacy in all subject areas.</p> <p>We will provide professional development to improve disciplinary reading through all subjects.</p> <p>We will also provide professional development to improve the teaching of tier 2 and 3 vocabulary.</p> <p>Encourage reading for pleasure through the tutor read programme.</p> <p>Professional development for the English department to deliver the Faster Read Programme trialled by Scalby School, in response to research carried out by the University of Sussex.</p>	<p>Research shows that using subject specific vocabulary accurately improves outcomes.</p> <p>EEF Guidance Report, Improving Literacy in Secondary Schools recommendation 2 is to “provide targeted vocabulary instruction in every subject.</p>	2,6
<p>CPD on adaptive teaching, including the purchase of standardised assessments to identify students’ individual needs.</p>	<p>EEF guide to the pupil premium – Autumn 2021 states that gaining a thorough knowledge of disadvantaged pupils’ levels of attainment is the first step in developing an effective pupil premium strategy.</p>	2, 3, 6
<p>Curriculum leaders and senior leaders given time to quality assure the standards of teaching and provide support where needed.</p>	<p>The Sutton Trust report Improving the impact of teachers on pupil achievement in the UK states;</p> <p>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.</p>	2, 6

<p>Bromcom software purchased to promote positive behaviour management strategies and ensure that high expectations of all students are maintained and to improve parental engagement. Parents accessing the My Child at School app to be able to track their child's attendance and academic progress</p>	<p>The EEF Toolkit describes improving parental engagement as moderate impact for low cost based upon extensive evidence. This parental engagement can include encouraging parents to support their children with homework. The EEF Toolkit also describes behaviour interventions, including approaches to a positive school ethos which supports greater engagement with learning, as moderate impact for low cost, based on limited evidence.</p>	<p>5, 7</p>
<p>A member of pastoral staff with responsibility for transition, to ensure that the loss of learning experienced upon transition is minimised.</p>	<p>EEF school transition tool highlights the importance of close cross-phase links to improve institutional adjustment.</p>	<p>2, 4, 6</p>
<p>Teaching staff delivering lessons at local primary schools, to ensure smooth transition, support students and ensure that staff maintain high expectations that are established at the primaries.</p>	<p>EEF school transition tool highlights the importance of curriculum continuity to ensure successful school transitions.</p>	<p>2, 6</p>

Review

<p>Impact Term 1</p>					
	Year 11 Progress			July RAG	Oct RAG
	All Pupils [126]			+0.09	+0.05
	Disadvantaged [19]			-0.20	-0.20
	Non Disadvantaged [107]			+0.14	+0.10
	Y11 Basics	July RAG 5+	Oct RAG 5+	July RAG 4+	Oct RAG 4+
PP	30.8%	28.6%	57.7%	57.1%	
Non- PP	57.9%	54.8%	78.9%	76.5%	

	The Y11 PP v non-PP gap closed by 2% (Eng. ma 4+) and by 1% (Eng. ma 5+)
Impact Term 2	

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

Budgeted cost: £ 69 843.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention in Maths, TMA - 30 periods per cycle. Intervention in Science TMA - 20 periods per cycle to support in lessons and provide appropriate small-group support. TMA also provides after school interventions for maths & science 4 evenings per week. Reading interventions – Currently 20 students are receiving 3 sessions per week of reading interventions.	The EEF toolkit describes small group tuition as moderate impact for low cost. Although maths has a slightly smaller positive impact, since it is such an important subject for students to progress to level 3 and 4 study we still believe that it is worth the investment.	2 & 6
Intervention and support from our Heads of Key Stage, DFA at Key Stage 4 and STH at Key Stage 3. This will focus on improving behaviour for learning and developing a positive school ethos. The Heads of Key Stage are also working with students and families where attendance is an issue to remove barriers to attendance and support	The EEF toolkit describes behaviour interventions as moderate impact for low cost. Figures from the DFE show that pupils who receive free school meals are more likely to receive a permanent or fixed term exclusion than those who do not. Persistent disruptive behaviour is the most common reason for exclusion, so a focus from the Key Stage leaders on establishing an excellent climate for learning in lessons is essential to improving outcomes and reducing exclusions.	1, 2, 4 & 6

<p>students' reintegration into lessons.</p> <p>There will also be 10 hours per cycle small group/individual interventions with a focus on SEMH and social interactions.</p>		
<p>After-school intervention, using the school's Study+ initiative.</p>	<p>The EEF Toolkit states that extending school time have moderate impact for moderate cost.</p>	<p>2 & 6</p>
<p>Delivery of an Aspire group, using the Brilliant club, for Key Stage 4 to encourage students to aim for more demanding routes for higher education and employment, as well as to develop their wider skills.</p>	<p>Although the EEF toolkit identifies limited evidence of impact, we feel for our setting is important to ensure that progression rates for disadvantaged students to suitable courses are improved.</p>	<p>8</p>
<p>Review</p>		
<p>Impact Term 1</p>	<p>Year 7 – 2(/25) students on the Reading Plus Scheme A further 5 students are undergoing additional screening for Fresh Start Phonics intervention Year 8 – 4 (/19) students in the Reading Plus scheme and a further 7 students are undergoing further screening for the Fresh Start phonics intervention.</p> <p>Benchmark – GL Test Y7 PP average reading age = 12.6 v 14.7 (non-PP) Y8 PP average reading age = 12.10 v 14.8 (non-PP)</p> <p>Year 11 after school enrichment attendance No data from the first half term.</p> <p>Parental engagement Year 11 Supporting Success - Attendance: 48/143 (33.6%) PP: 5/25 (20%) We have identified that we need to collect more accurate data to track PP v Non PP attendance at consultation and supporting success evenings.</p> <p>Behaviour</p>	

	Term 1	Total	PP	Non PP
	Negatives	1718	421(24.5%)	1297
	Positives	10 546	1675(15.9%)	8871
	FTE		14(11%)	
	Positive to negative ratios = 85% (non-PP) v 81% (PP) In 2023-24 the ratios were 82% (non-PP) v 72% (PP) In current year; The average positives per pupil are 16.4 (non-PP) v 13.5 (PP) The average negatives per pupil are 2.4 (non-PP) v 3.4 (PP)			
Impact Term 2				
Impact Term 3				

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

Budgeted cost: £ 54 419.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer has a focus on improving the attendance rates of disadvantaged students, since this is a key challenge.	The NFER Report, Being Present: the Power of attendance and stability for Disadvantaged Pupils (2019) states “On average, the association between being absent from school and KS4 outcomes is worse for disadvantaged pupils than their more affluent peers.”	1
Increased number of pastoral staff to improve student access to pastoral care, where disadvantaged students are given priority when accessing support.	The EEF report Improving behaviour in schools describes the importance of an approach to behaviour which is adapted to individual needs, where behaviours are more challenging.	4

Dedicated school counsellor in school to support students and improve the pastoral care available to students	The Covid-19 Mental Health & wellbeing surveillance report states that “During the pandemic, some disadvantaged young people and children, such as children in care or those who are disadvantaged financially, have reported poorer mental health and wellbeing.”	4
Disadvantaged students to have access to ICT through study+ and Home Learning club. This will support students independent learning and use of online resources such as Sparx maths and science as well as GCSE pod.	NFER research, Pupil Engagement in Remote Learning states that nationally disadvantaged students were finding it particularly difficult to engage in remote learning, compared to their peers, especially <ul style="list-style-type: none"> • Those with limited access to technology and/or study space • Vulnerable children • Those with special educational needs and disabilities • Young carers 	3, 8
Increased enrichment offer, developed in response to student voice. This includes outdoor education club, the Duke of Edinburgh Award Scheme, as well as the increased number of leadership opportunities, developed by the Key	EEF Toolkit describes Arts Participation as moderate impact for very low cost, based on moderate evidence.	8

<p>Stage Leaders. The Brilliant Club to be used with a cohort of Year 10 students to raise aspirations.</p>		
<p>Software (Bromcom and the My Child At School app) purchased to support change of behaviour management strategies to focus on a positive behaviour management approach and improve parental engagement and liaison.</p> <p>Software Schoolcloud is being used for parent consultation evenings, this allows us to give the parents of disadvantaged students earlier access to the appointments, to improve parental engagement.</p>	<p>The EEF Toolkit describes social and emotional learning, which can include school-level approaches to developing a positive ethos which also aim to support greater engagement in learning as having a moderate impact for very low cost.</p> <p>The EEF toolkit describes parental engagement as having moderate impact for low cost, based upon extensive evidence.</p>	5 & 7
<p>Careers guidance interviews given to disadvantaged students first, to help them plan their progression and raise their aspirations. Students are also offered a second interview if it is needed.</p>	<p>The Social Mobility Commission report, The State of the Nation 2021: Social mobility and the pandemic (July 2021) states “Those from poorer backgrounds are still twice as likely to end up in working class jobs than those from more privileged backgrounds.”</p>	8
<p>Supporting Success Evenings scheduled into the calendar, to work with pupils and parents to develop</p>	<p>The EEF Toolkit describes Metacognition and self-regulation as very high impact for very low</p>	3, 6 & 7

study skills and self-regulated learning.	cost, based on extensive evidence.	
Disadvantaged students given assistance with the cost of extra-curricular visits such as theatre trips and visits to the opera, to improve their cultural capital	EEF Toolkit describes Arts Participation as moderate impact for very low cost, based on moderate evidence.	8

Review		
<p>CEIAG</p> <p>All Y11 PP pupils are scheduled to have received their first careers interview by November 18th. They will then receive a second careers interview in January if they do not have any plans in place for September.</p> <p>Attendance</p>		
	T1 2023/24	T1 2024/25
PP Attendance %	83.2%	83.8%
PP PA %	53.2%	46.0%
Attendance team actions	Total number	PP
Logged actions	198	66
Home Visits	17	10
Letter 1	94	26
10 Day Monitoring	26	14
20 Day Monitoring	15	11
LA Prosecution	3	3
Attendance Panel 1	3	3
Attendance Panel 2	0	0
CME	1	1

EHE	2	1
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Visits

Visits	Total	PP	%
Paris Trip MFL/Art	55	7	12.7%
Germany			

After school clubs

Term 1 – Data on extra-curricular clubs needs to be collated.

Half Term 1 attendance

	WK1	WK2	WK3	WK4	WK5	WK6	WK7	WK 8
All	96.2	94.4	94.3	94.2	94.2	95.8	95.4	95.0
PP	92.6	84.6	88.8	90.4	91.3	92.8	88.8	92.8

Half Term 2 attendance

	WK1	WK2	WK3	WK4	WK5
All	90.4	95.8	91.1	92.9	93.2
PP	85.5	94.0	81.8	90.7	91.6

Attendance and behaviour rewards

27 attendance rewards have been given out to PP students so far this term. The intention is to reward around 15 students per month as we move through the year.

Total budgeted cost: £ 180 877.98

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2024, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to similar pupils nationally) for our disadvantaged pupils was -0.16 . For attainment 8 it was 40.13. See [DFE guidance](#) for more information about KS4 performance measures. The 2023 national figures for Progress 8 for disadvantaged students was -0.57 , whilst the national figure for Non disadvantaged students was 0.17

We have compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be treated with caution).

In 2024, the percentage of our disadvantaged students achieving grade 5+ in English & maths was 42%, compared to the 2022-23 national figure of 24.9%.

The work in the previous plan with regards to developing a school-level positive ethos, to improve behaviour and greater engagement with learning is continuing, based upon the benefits already seen in creating a stronger climate for learning and the research which supports these approaches.

The increased focus for both the attendance officer and the pastoral staff on working with the disadvantaged students has impacted positively and the school has therefore continued with these strategies and further increased the capacity of the pastoral team. Pastoral support to promote mental wellbeing, particularly in light of disruption to face-to-face learning, continues to be a priority. This approach is supported by The Public Health England COVID-19 mental health and wellbeing surveillance report which suggests that whilst some evidence shows that children and young people have generally coped well during the pandemic (March to September 2020), other evidence suggests that some children and young people, especially those with certain characteristics, such as those who are disadvantaged economically appear to have experienced greater negative impacts on their mental health and wellbeing. Following a review, the school curriculum has altered to include a PSHE lesson, called life, rather than deliver this content in tutor time and through cross-curricular lessons. The life lessons teach students about mental health and wellbeing, as described in the Public Health England report [Promoting children and young people's mental health and wellbeing](#). The life lessons have been well received by the students and will continue to deliver a programme of PSHE, along with a carefully planned programme for tutors, which also covers careers and progress.

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

Service pupil premium funding (optional)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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