

Taverham High School: Pupil Premium Strategy Statement 2024 - 2027

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 academic years) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Taverham High School
Number of pupils in school	1104 (Main school)
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2024 – 2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	G. Yassin
Pupil premium lead	J. Day
Trustee lead	M. Papageorgiou

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175,307
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£175,307

Part A: Pupil premium strategy plan

Statement of intent

Objective:

Our ultimate goal is to support disadvantaged students to achieve and thrive, regardless of their background or socio-economic status. This encompasses making academic progress, enhancing their wider education (such as developing their cultural capital), and promoting their personal development to ensure all pupils have the best possible chance of success post-school. At Taverham Academy, we aim for disadvantaged pupils to achieve progress and attainment outcomes at least in line with their non-disadvantaged peers at school, local, and national levels.

Core Principles:

Central to our strategy is a culture of collective responsibility, fostering a united approach to support our most disadvantaged and vulnerable students, aligned with Taverham Academy's core values of Inspire, Empower, and Achieve. Our strategy follows the 3-tiered approach outlined in the Education Endowment Foundation's (EEF) guide to The Pupil premium.

Tier 1: Quality First Teaching:

Research by Sutton Trust and EEF highlights that high-quality teaching and learning have the greatest impact on pupil progress, especially for disadvantaged students. Therefore, our primary focus is on delivering quality first teaching. This approach benefits not only disadvantaged students but also their non-disadvantaged peers. We make deliberate decisions about curriculum, pedagogy, and school culture to ensure that all students develop the knowledge, skills, and cultural capital they are entitled to. This includes a knowledge-rich curriculum, regular retrieval practice, literacy and oracy development (including a focus on disciplinary literacy), and feedback via 'next steps.'

Tier 2: Targeted Academic Intervention:

Where high-quality teaching alone is not sufficient to close the gap or enhance disadvantaged students' success and happiness, targeted academic intervention is employed. These interventions are primarily focused on English and Maths, particularly at Key Stage 3 (KS3), as early intervention is more impactful at preventing gaps from widening. These interventions are tailored to individual needs across various areas of school life and are continuously monitored to assess their impact, ensuring they effectively support students' progress.

Tier 3: Wider Strategies:

Non-academic barriers to student success and happiness are addressed through wider strategies. These efforts are grounded in evidence-based research to ensure they effectively enhance disadvantaged pupils' access to all areas of school life and promote lifelong learning.

Implementation:

Our approach is guided by and supports the Enrich Learning Trust's "Vision and Excellence Charter." We are committed to ensuring that disadvantaged pupils access high-quality personal development opportunities, becoming well-rounded individuals capable of exerting positive change in their own lives and in the broader community. We make deliberate decisions to ensure disadvantaged students develop the cultural capital, self-regulation techniques, and engagement in lifelong learning that is their entitlement.

Challenges

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

Challenge number	Detail of challenge
1	<p>Nationally, there is a consistent trend of non-disadvantaged students outperforming their disadvantaged peers in progress and attainment at KS4, and this pattern is also observed at Taverham High School. In the last academic year, the progress 8 gap for disadvantaged students was -0.37 compared to +0.06 for all other students. For more detailed information on the successful outcomes for our disadvantaged students, please refer to the review section of this document.</p>
2	<p>On average, students from disadvantaged backgrounds had lower attendance rates than their non-disadvantaged peers, reflecting national trends. At Taverham Academy last academic year, the attendance rate for disadvantaged students was 87.5%, while it was 93.3%* for non-disadvantaged students.</p> <p>The lower attendance impacts disadvantaged students' access to all three tiers of support in our Pupil premium Strategy, which may hinder their success and well-being as learners.</p> <p><i>*Taken up to the end of May when Y11 cohort left</i></p>
3	<p>On average, disadvantaged students have a lower reading age than their non-disadvantaged peers, which can impede their access to the curriculum and hinder their progress. Bedrock reading assessments indicate that a disproportionate amount of pupil premium students are not reading at age-related expectations. With Key Stage 3: in Year 7, 68% of pupil premium students are below the standardised score of 100, in Year 8, 61% are below and in Year 9, 75% are below.</p> <p>Lower literacy levels can also affect success at Key Stage 4. For instance, in the 2023-2024 academic year, the Progress 8 score for pupil premium students in GCSE English was -0.43.</p>
4	<p>Disadvantaged students have a disproportionately higher frequency and severity of emotional and well-being issues when compared to non-disadvantaged students as well as a disproportionate number of safeguarding related issues.</p> <p>Last academic year, 62% of all pupil premium students accessed student support in some way and were significantly overrepresented in CPOMs and safeguarding cases that required external support (Child services, EHAP etc).</p>
5	<p>In a recent staff survey, 'motivation' was identified as the most significant barrier to learning, with 41 out of 51 staff members citing it as one of the top five challenges. Despite the complexity of addressing this issue, it remains a key focus within various components of our strategy. Research from the Education Endowment Foundation (EEF) indicates that schools have effectively utilised</p>

	<p>Pupil premium funding to enhance educational outcomes, which can indirectly impact intrinsic motivation. Improved academic performance often leads to increased confidence and motivation among students.</p> <p>Disadvantaged students have less access to cultural capital experiences, such as school trips. These activities are shown to broaden students' experiences and aspirations, which can increase their motivation to engage with their education. (NFER).</p>
6	<p>Historically, disadvantaged families at THS have less engagement with the school, for example a poorer attendance to school events such as parents' evenings. The evidence linking parental engagement with outcomes from the Pupil premium funding is well-documented and demonstrates that effective parental involvement can significantly enhance educational outcomes for disadvantaged students.</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 among disadvantaged pupils across the curriculum by the end of KS4, with a particular focus on English and Maths.	The gap in P8 score between disadvantaged students and non-disadvantaged students diminishes over time.
To improve student attendance throughout the school with a particular focus on disadvantaged students.	The gap in attendance between disadvantaged students and non-disadvantaged students diminishes over time.
Develop literacy of disadvantaged students with lowest levels of reading age so they can fully access the curriculum.	Disadvantaged students with the lowest average reading age, make rapid progress to catch-up.
To improve and sustain mental health and well-being for all students including those who are disadvantaged.	Less reports of SEMH issues from disadvantaged cohort. A reduction in severity of SEMH issues leading to prolonged absence from school.
Students' self-belief, motivation and aspirations improve in relation to their potential to achieve.	Disadvantaged students believe in themselves and their ability to achieve to their full potential. Aspirations are raised via cultural capital experiences.
Improve attendance of disadvantaged families at parents' evenings and other in-school events.	Attendance at parents' evenings for disadvantaged families is in-line with the rest of the cohort.

Activity in this academic year

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

Teaching

Budgeted cost: £52,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching and learning through a high quality, knowledge rich curriculum in line with the pupil premium strategy. This includes:</p> <ul style="list-style-type: none"> • Whole school and departmental CPD • Instructional coaching model for all staff (with support offered where necessary) • High quality curriculum and supportive environment • High expectations for all pupils • Curriculum development training/CPD • Rigorous quality assurance processes • Trust subject and pupil premium reviews • Oracy and literacy development • Evidence informed policy and practices (for example, Feedback Policy) • Evidence-informed policy and practices • Developing students as ‘active learners’ 	<p>This strategy comes at a low-cost financially but a high cost in terms of labour and needs a lot of time and continued professional development dedicated to it in order to consistently deliver over time.</p> <p>High-quality teaching plays a crucial role in improving educational outcomes for disadvantaged students. Both the Education Endowment Foundation (EEF) and the Sutton Trust highlight that effective teaching, and well-designed interventions can significantly reduce the attainment gap between disadvantaged pupils and their more affluent peers.</p> <p>Key strategies for supporting disadvantaged students</p> <p>Research from the EEF’s Teaching and Learning Toolkit outlines several strategies proven to benefit disadvantaged students. Key approaches include feedback, metacognition, and self-regulation, which can lead to up to seven months of progress within a single school year. These strategies focus on developing students' ability to manage their own learning and reflect on their progress. Incorporating strategies like metacognition and self-regulation further boosts student confidence and outcomes. These approaches help students understand the learning process, thereby improving their self-efficacy—a critical driver of success, particularly for disadvantaged students who face additional barriers to learning.</p> <p>The importance of teacher development</p> <p>In addition to classroom strategies, continuous professional development for teachers is essential. High-quality teacher training equips educators with the tools necessary to better support disadvantaged</p>	<p>1 ,3</p>

	<p>students. Well-structured professional development helps refine teaching practices, ultimately improving learning outcomes. The EEF underscores that teachers who engage in evidence-based professional learning are better able to impact disadvantaged students positively. (EEF website)</p> <p>The impact of high expectations and self-belief</p> <p>There is strong evidence linking high expectations and self-belief to improved outcomes for disadvantaged or Pupil premium students. The EEF highlights that fostering high expectations, alongside consistent routines and positive behaviour, helps develop effective learning behaviours. These behaviours are crucial for building resilience in pupils and enabling them to manage classroom challenges. More insights can be found in the EEF’s work on learning behaviours.</p> <p>The Sutton Trust also emphasises the importance of high expectations. Research suggests that when teachers set high expectations, disadvantaged students tend to make greater progress. Creating a culture of high expectations instils a sense of capability and ambition, which is key to closing the attainment gap.</p> <p>The importance of subject knowledge and assessments</p> <p>Both the EEF and Sutton Trust agree that teachers’ subject knowledge and the use of formative assessments are critical factors in improving pupil outcomes. Evidence-based practices such as effective questioning, scaffolding, and regular progress reviews are shown to have the greatest impact on disadvantaged students. These practices are critical components of any strategy aimed at closing the attainment gap between disadvantaged students and their peers. For more details, visit the EEF’s guidance on formative assessment.</p>	
<p>Maths and English Progress Tutors</p>	<p>Funding to employ progress tutors in English and Maths to work with small groups of disadvantaged students (primarily in KS3) during curriculum time to help close the gap.</p> <p>Teaching in small groups has been shown to significantly improve the educational outcomes for disadvantaged pupils. Research from the Education</p>	<p>1</p>

	<p>Endowment Foundation (EEF) suggests that targeted academic support, particularly through high-quality one-to-one or small group tuition, can effectively address learning gaps. These interventions are particularly beneficial when they are linked to regular classroom teaching and tailored to the specific needs of pupils.</p> <p>The EEF's Teaching and Learning Toolkit highlights that small group interventions can lead to an average of four to five months' additional progress for students. Effectiveness increases when these sessions are carefully structured and closely monitored. Specifically, small group tuition allows for more tailored support, enabling educators to focus on the unique learning requirements of each pupil, which is especially advantageous for those who may struggle in larger classroom settings (EEF)</p> <p>The Sutton Trust has reported similar findings, asserting that small group interventions can be a cost-effective method to boost attainment among disadvantaged pupils. By fostering a more interactive and supportive learning environment, these interventions can enhance engagement and motivation, ultimately leading to better academic performance.</p>	
<p>Trauma Informed Practice CPD</p>	<p>Trauma-informed practice (TIP) is increasingly recognised as an effective approach to improving educational outcomes, especially for disadvantaged or Pupil premium students. This approach acknowledges the impact of trauma on students' ability to learn and aims to create a safe and supportive learning environment that promotes healing and engagement.</p> <p>Improved academic and social outcomes:</p> <p>Research indicates that trauma-informed approaches in schools can lead to significant improvements in both academic performance and social skills among students. A review of various studies highlights that when schools implement trauma-informed practices, students exhibit increased engagement, reduced behavioural issues, and improved academic outcomes (Gov UK) These practices foster an environment where students feel safe and supported, which is crucial for those who have experienced trauma.</p>	<p>1</p>

	<p>Increased teacher awareness and training:</p> <p>Training helps teachers to understand the specific needs of disadvantaged students, thereby enhancing their capacity to support these pupils effectively. Schools that prioritise professional development in trauma-informed practices can create a more inclusive and understanding atmosphere, which benefits all students, particularly those facing adversity (NSW)</p> <p>Support for mental health:</p> <p>Trauma-informed practices are linked to improved mental health outcomes. By addressing the emotional and psychological needs of students, TIP helps in reducing anxiety and behavioural problems, which are often barriers to learning. A trauma-informed approach includes strategies that enhance students' self-regulation and coping skills, equipping them to manage their emotions and behaviour in the classroom(Gov UK)</p> <p>Whole-school approach:</p> <p>The effectiveness of trauma-informed practices is often enhanced when implemented as a whole-school approach, involving staff at all levels. This means not only providing direct support to students but also fostering a collaborative environment where teachers and support staff work together to create a cohesive support system (Trauma Informed Practice).</p>	
<p>EAL Co-ordinator</p>	<p>Evidence supports the value of an EAL (English as an Additional Language) coordinator to improve educational outcomes for disadvantaged students. The Education Endowment Foundation (EEF) highlights that EAL learners face specific challenges, such as limited vocabulary and oral language skills, which can hinder academic progress. Targeted oral language interventions and EAL support can significantly improve their performance, yielding, on average, six additional months of progress annually. These interventions are particularly effective when focused on vocabulary and comprehension skills related to curriculum content, especially through structured speaking and listening activities that develop language fluency and engagement in classroom learning.</p> <p>Additionally trained coordinators can help bridge attainment gaps by providing consistent, structured language support tailored to students' needs. This approach also aids disadvantaged pupils by</p>	

	addressing early language deficits that are common in lower socioeconomic backgrounds, helping them catch up with their peers and improve both literacy and general academic skills. (Teaching and Learning Toolkit , EAL and educational attainment).	
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Targeted Academic Support

Budgeted cost: £24,036

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil premium book club/literacy programme	<p>This is funding for the continuation of funding to enhance and expand the Pupil premium book club established in the previous academic year. The aim is to offer this initiative to a greater number of students, encourage them to engage with more challenging literature, and incorporate a cultural capital rewards trip that aligns with the selected texts.</p> <p>According to the Education Endowment Foundation (EEF), literacy is fundamental to learning across all subjects in secondary education and serves as a strong predictor of future outcomes. The National Literacy Trust reinforces this point by stating that lacking essential literacy skills can hinder individuals at every stage of their lives. Alarming, a third of businesses report dissatisfaction with young people's literacy skills upon their entry into the workforce (Sutton Trust).</p> <p>Impact of reading interventions</p> <p>Research indicates that reading interventions can significantly benefit the progress of disadvantaged or pupil premium students. Key findings include:</p> <p>Small-group interventions:</p> <p>Targeted reading interventions in small groups have been shown to effectively close the achievement gap for primary pupils. A study reported that students receiving such support made an additional two months' progress in reading compared to their peers who did not receive this targeted intervention (Tes).</p>	5, 6, 7

	<p>Importance of early intervention:</p> <p>The Sutton Trust emphasises the critical nature of early intervention for struggling readers. Many children who do not meet expected reading levels by the end of primary school are unlikely to catch up later. For example, in 2013, approximately 75,000 children failed to reach the minimum expected reading level, with those eligible for free school meals showing significantly lower achievement levels (Sutton Trust). Early and focused reading support is essential for helping these children access the curriculum and achieve academic success.</p> <p>Structured approaches:</p> <p>Evidence from the EEF highlights that structured reading programmes, particularly those employing explicit reading comprehension techniques, have a positive impact. These interventions are crucial as they not only improve reading skills but also equip pupils with the tools necessary to navigate academic challenges effectively (Tes).</p>	
Brilliant Club	<p>The Brilliant Club’s Scholars Programme has demonstrated significant benefits for disadvantaged students, particularly those eligible for Pupil premium. According to a six-year UCAS evaluation, students who complete the programme are much more likely to apply to and attend competitive universities. The data showed that 50% of students eligible for Pupil premium progressed to competitive universities, compared to an expected rate of 35% among similar peers. Additionally, these students applied to prestigious universities like Oxford and Cambridge at more than double the rate of their peers from similar backgrounds (The Brilliant Club)</p> <p>The Scholars Programme is designed to support students from less advantaged backgrounds by pairing them with university researchers who guide them through academically challenging content. This helps to raise aspirations, improve academic skills, and increase self-belief, critical for their long-term educational success.</p>	1, 2
Progress lead with explicit focus on disadvantaged students	This is funding for a Progress Lead for KS3 and KS4 to provide reports on key students, organise mentoring and small group interventions.	1

	<p>Mentoring is said to have a 2+ months additional effect on progress but needs careful planning (EEF). Programmes which have a clear structure and expectations, provide training and support for mentors are associated with more successful outcomes. Therefore, the small group interventions in English and Maths need to be carefully co-ordinated. The average impact of small group tuition is 4+ months progress on average, according to the EEF.</p> <p>The Education Endowment Foundation (EEF) supports the idea that coordinated interventions tailored to individual needs can have a significant impact, particularly for disadvantaged students. When progress coordinators work closely with classroom teachers, they can identify gaps in learning and implement bespoke strategies to support improvement. These roles are often key to ensuring that Pupil premium funding is used effectively, helping schools to track progress, attendance, and engagement, which are critical factors in improving outcomes.</p> <p>Research-backed strategies, like those outlined by the Sutton Trust and EEF, show that sustained, targeted intervention and monitoring can lead to significant improvements in academic achievement for disadvantaged pupils.</p>	
<p>Careers, Information, Advice & Guidance (CIAG) support in school</p>	<p>This is funding to support an in-school careers lead to support all students, but with a particular focus on supporting students indicated in the RONI (Risk of NEET Indicator) data, which is used to identify learners perceived as having an increased possibility of becoming NEET (Not in Education, Employment and Training). This is disproportionately the pupil premium and SEND students.</p> <p>Careers advice and guidance have been shown to significantly improve outcomes for disadvantaged pupils, including those eligible for the pupil premium. Effective careers guidance helps young people, particularly those from disadvantaged backgrounds, make informed decisions about their futures, reducing the risk of unemployment and poor employment outcomes.</p> <p>The Gatsby Benchmarks and career guidance:</p> <p>Schools that follow the Gatsby Benchmarks, a framework for providing excellent careers guidance, have seen improvements in outcomes for disadvantaged students. Research indicates that this</p>	<p>1, 2</p>

	<p>approach broadens horizons and raises aspirations by offering tailored career advice, employer engagement, and work experience opportunities, which are particularly beneficial for disadvantaged students (Gov UK)(School and College Leaders)</p> <p>Department for Education research:</p> <p>Findings from the UK Department for Education highlight the benefits of additional support for disadvantaged students in terms of career guidance. This research suggests that better access to careers advisers leads to improved academic engagement and performance, as well as higher future employability (Gov UK)</p> <p>Association of School and College Leaders (ASCL):</p> <p>The ASCL notes that schools with career advisers or dedicated career support staff see improved engagement and outcomes for disadvantaged students. These interventions help to overcome barriers, such as a lack of social capital and exposure to career pathways (School and College Leaders)</p> <p>Disadvantaged students are prioritised with one-to-one support. This in school-support also includes:</p> <ul style="list-style-type: none"> • Guidance on next steps and future pathways via one-to-one interviews • Activities to support pupils to develop self-esteem or motivation for learning • Opportunities for pupils to encounter new experiences and settings. • Additional academic or pastoral support <p>Parental liaison regarding post-16 options which includes those that are persistently absent</p>	
Academic Resource Budget	<p>Providing resources such as revision materials or equipment to disadvantaged pupils, including those eligible for pupil premium, has been shown to positively impact educational outcomes by helping to bridge the resource gap that often hinders their learning. Targeted academic resources, such as revision guides or textbooks enable pupils to engage more effectively with learning, who may otherwise lack essential learning tools at home.</p> <p>The Education Endowment Foundation (EEF) highlights that providing resources, along with other targeted interventions such as small group tuition or tutoring, can lead to improved academic outcomes, particularly in core areas like literacy and numeracy.</p>	1 - 4

	<p>By ensuring access to revision materials and equipment, schools can contribute to narrowing the attainment gap and boosting the confidence and independence of disadvantaged pupils (EEF).</p> <p>The Department for Education (DfE) includes the provision of essential learning materials as part of its broader guidance on how schools can effectively use Pupil premium funding to improve attainment. This is part of a recommended "menu of approaches" aimed at supporting the academic and personal development of disadvantaged pupils (EEF).</p> <p>This funding is also for additional transport costs so disadvantaged students can attend extra-curricular clubs and academic interventions or to supply short term travel arrangements for disadvantaged students to allow them to attend school.</p>	
Motivational Speaker	<p>Evidence suggests that external motivational speakers positively impact disadvantaged students by enhancing motivation, self-belief, and future aspirations. A study from <i>Speakers for Schools and Education and Employers</i> found that guest talks fostered resilience and improved self-efficacy, especially among disadvantaged students. For instance, students who frequently engaged with motivational speakers had higher confidence in overcoming setbacks and greater belief in their success potential. Additionally, students on free school meals showed a substantial increase in self-efficacy after participating in multiple speaker sessions, underscoring the effectiveness of these experiences in helping students envision achievable career goals and pathways. (FE News)</p> <p>These programs broaden students' perspectives on career possibilities and reinforce academic especially in underserved populations who may lack other forms of career guidance or role models (FE News).</p> <p>These findings underscore the role of external speakers in building motivational support structures that are particularly beneficial for disadvantaged students, contributing to improved educational outcomes and aspirations.</p>	5

Wider Strategies

Budgeted cost: £88,738

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil premium Co-ordinator	<p>Funding for a Pupil premium Co-ordinator. This includes previously mentioned strategies above and helping with:</p> <ul style="list-style-type: none"> • Attendance support for disadvantaged students • Parent liaison • Co-ordinating resources for disadvantaged students • Mentoring • Support with clubs (e.g. breakfast club) • Overseeing a pupil premium provision map <p>Evidence suggests that having a parental liaison for disadvantaged pupils can positively impact their academic outcomes, especially when focusing on parental engagement. Research from the Education Endowment Foundation (EEF) highlights that parental engagement strategies can lead to an additional four months of progress over a year, particularly for pupils with low prior attainment. Effective parental engagement supports home learning by providing parents with practical strategies and resources to assist their children, particularly in lower-attaining pupils or those from disadvantaged backgrounds.</p> <p>Developing and maintaining parental engagement becomes more challenging as children grow older, particularly in secondary education. Successful engagement requires flexible communication strategies and sustained effort. A parental liaison can bridge the gap between schools and families, tailoring approaches to meet the needs of disadvantaged pupils and encouraging participation across socioeconomic backgrounds.</p> <p>The EEF emphasises that such engagement should be carefully monitored to avoid widening the attainment gap by unintentionally favouring more affluent families who may be more inclined to engage. Schools implementing parental engagement strategies should consider barriers like time, work schedules, and parents' familiarity with educational content(Gov UK)(EEF)(Centre for Public Impact)</p>	2, 3, 4, 5, 6
Attendance lead	<p>Attendance of disadvantaged students remains a priority for the academy. This is funding for a fulltime, non-teaching attendance officer.</p> <p>Evidence shows that school attendance is a critical factor in determining the educational outcomes of pupils, particularly</p>	2

	<p>those who are disadvantaged or pupil premium students. Studies have established a strong correlation between high levels of attendance and academic achievement.</p> <p>The National Foundation for Educational Research (NFER) found that consistent school attendance is one of the most important predictors of academic success. For disadvantaged pupils, regular attendance ensures access to learning opportunities that may not be available at home, thus helping to close the attainment gap. On average, pupils with higher attendance rates perform better in key exams and are more likely to reach expected levels of achievement (NFER).</p> <p>Persistent absenteeism has been shown to negatively affect educational outcomes for disadvantaged students. The Education Committee in the UK highlighted how disadvantaged pupils are more likely to face barriers to attendance, such as financial instability, health issues, or unmet Special Educational Needs (SEN), leading to higher rates of absence. As a result, these pupils fall further behind academically, widening the attainment gap (UK Parliament).</p> <p>Efforts to address this issue include targeted interventions, which have been shown to improve school attendance for pupils at risk of becoming persistently absent. The implementation of structured support systems for low-income families and additional enrichment activities, such as breakfast clubs, has also been associated with improvements in attendance (UK Parliament).</p> <p>These findings reinforce the importance of tackling absenteeism to improve the academic performance of disadvantaged students, particularly by addressing the underlying socio-economic barriers that may prevent them from attending school regularly.</p>	
<p>Student Support Team / SEMH Support / Counselling</p>	<p>Last academic year a disproportionate number of disadvantaged students (62%) required some form of support from the student support team.</p> <p>Evidence suggests that children from disadvantaged backgrounds have on average, weaker social and emotional skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils. Lower social and emotional skills are linked with poorer mental health and lower academic attainment.</p> <p>The Education Endowment Foundation highlights that social and emotional learning (SEL) interventions can lead to an average of four months' additional progress in academic outcomes, particularly when approaches are embedded in school practices and targeted for pupils with specific needs. These improvements are particularly relevant for</p>	<p>4</p>

	<p>disadvantaged pupils, who often display lower SEL skills, which are linked to poorer mental health and academic attainment. SEL programmes that focus on enhancing peer relationships and emotional regulation are seen as beneficial for improving engagement and academic results (EEF)(Partnership for Children).</p> <p>There is growing evidence that counselling services in schools have a positive impact on the outcomes for disadvantaged pupils,</p> <p>Reports from the Social Mobility Commission's '<i>Against the Odds</i>' suggest that schools providing comprehensive pastoral care, including counselling, are more successful at helping disadvantaged pupils overcome socio-emotional barriers to learning. Early intervention, focusing on pupils' emotional well-being, has been linked to improved outcomes, as it enables students to thrive both personally and academically (GOV.UK)(EEF).</p>	
School uniform	<p>This is funding so that all students can have the correct uniform. The amount of allocated funding has been increased in recent years to support with the introduction of the new uniform and to cater for more parents that are struggling with the cost-of-living crisis.</p> <p>Providing school uniforms to disadvantaged pupils has shown to have a positive impact on their educational outcomes, especially in addressing social equity and enhancing attendance.</p> <p>Impact on attendance and engagement:</p> <p>A report by the National Foundation for Educational Research (NFER) highlights that uniforms can significantly affect attendance, as students who cannot afford proper clothing may feel embarrassed and are therefore less inclined to attend school. Over 90% of schools have provided uniforms or clothing support to students in response to economic pressures, which suggests a proactive approach to enhance student participation (Education Business)(UK Parliament).</p> <p>Enhanced well-being and confidence:</p> <p>Studies indicate that school uniforms can foster a sense of belonging and community among students, particularly those from disadvantaged backgrounds. By reducing the visibility of economic differences, uniforms may help boost self-esteem and reduce bullying, which are essential factors for improved mental health and academic performance (SpringerLink) (UK Parliament).</p>	1 – 4

	<p>Broader support for disadvantaged pupils:</p> <p>A report noted that schools are increasingly providing various forms of support, including uniforms, as part of a holistic approach to tackle the challenges faced by disadvantaged pupils. This is particularly critical as families navigate the ongoing cost-of-living crisis, where financial pressures can severely impact children's schooling (Education Business).</p> <p>Supplying school uniforms is a strategic intervention that not only addresses immediate financial barriers but also promotes long-term educational engagement and well-being for disadvantaged pupils.</p>	
<p>Enrichment budget (including additional transport costs)</p>	<p>One of the other aims of the school is to develop students' 'Cultural Capital' as it is important that students are not further disadvantaged when it comes to enrichment opportunities. For example, this includes funding for the 'PP Food Club', music PERI lessons and other reward trips such as the Warner Bros. Studio tour linked to the 'PP Book club'. Other elements of cultural capital can be encouraged through funding the Duke of Edinburgh Awards and part-funding residential or overseas trips.</p> <p>There is evidence suggesting that supporting disadvantaged pupils through school trips, enrichment activities, and initiatives to develop cultural capital can significantly improve their outcomes.</p> <p>Cultural capital and enrichment activities:</p> <p>Enrichment activities, such as school trips and arts participation, can enhance educational outcomes for disadvantaged pupils. According to the Education Endowment Foundation (EEF), involvement in artistic and creative activities is associated with an average of three additional months of progress in academic subjects such as literacy and mathematics. These activities also contribute to improved attitudes toward learning and overall well-being.</p> <p>Impact on experiences and aspirations:</p> <p>Participation in trips and cultural experiences broadens the horizons of disadvantaged students, allowing them to develop new skills and aspirations. For example, a study highlighted how school trips can provide pupils with unique opportunities to explore environments they might not otherwise experience, which can significantly impact their educational journey and life ambitions. (Schools Week).</p>	<p>2, 4, 6</p>

	<p>Evidence of success in schools:</p> <p>Research on schools that have effectively closed the disadvantage gap indicates that successful strategies often include investment in enrichment programmes and cultural capital initiatives. Schools that prioritise these areas report better academic performance and engagement among their disadvantaged pupils. Cultural opportunities are important to support the wider learning of pupil premium students. Schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum. <i>'A New Direction'</i> (anewdirection.org.uk)</p> <p>Broader implications:</p> <p>The lack of funding for such enrichment opportunities can be a significant barrier for many families and prevent cultural capital experiences. As cultural capital is crucial for academic success and personal development, ensuring access to these experiences is vital for closing the disadvantage gap (EEF) (Schools Week).</p>	
Breakfast Club	<p>Providing breakfast clubs in schools has been shown to significantly improve outcomes for disadvantaged pupils, particularly those eligible for pupil premium. Research indicates that these initiatives help enhance academic performance, behaviour, and overall school engagement.</p> <p>Although evidence from secondary schools is limited, a study conducted by the Institute for Fiscal Studies (IFS) revealed that schools offering breakfast clubs made notable gains in pupils' academic attainment. Specifically, children in Year 2 (aged 6-7) who participated in breakfast clubs achieved the equivalent of an additional two months of progress in reading, writing, and maths compared to those in control schools without such clubs. This impact was similar for Year 6 pupils (aged 10-11), particularly in English (Institute for Fiscal Studies)(Institute for Fiscal Studies).</p> <p>The benefits of breakfast clubs extend beyond academic improvement. Schools reported reductions in late marks and behaviour incidents, with a 28% decrease in late arrivals and a 24% reduction in behaviour issues among pupils attending these clubs(Headteacher Update). The environment created by breakfast clubs, where children consume nutritious food together, contributes to better concentration and behaviour in the classroom, ultimately benefiting all students, not just those who eat breakfast at school(Institute for Fiscal Studies).</p> <p>The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and</p>	1

	<p>improved wellbeing and behaviour. All of these factors increase the likelihood of improved outcomes overall as well as supporting overall wellbeing.</p> <p>https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</p>	
External pupil premium review	<p>There is evidence supporting the impact of external pupil premium reviews on improving outcomes for disadvantaged pupils. Here are some key points:</p> <p>Improved focus and accountability:</p> <p>External reviews encourage schools to closely examine their strategies for spending pupil premium funds. According to the Teaching Schools Council, commissioning an external review can provide fresh perspectives on existing approaches and help schools identify effective interventions to raise the attainment of disadvantaged pupils (GOV.UK).</p> <p>Enhanced strategies and outcomes:</p> <p>Research indicates that schools that engage in external reviews often develop more robust pupil premium strategies. These reviews help ensure that the funds are used effectively to support disadvantaged students, which can lead to improved educational outcomes (National Audit Office (NAO))</p>	1 - 5
Unifrog	<p>Unifrog, a universal platform for career and educational guidance, has shown effectiveness in improving outcomes for disadvantaged students by helping close the aspirations gap and connecting them with a wider range of post-school options. According to Unifrog's own reports, disadvantaged students often have limited exposure to higher education and employment pathways, which can perpetuate lower post-school aspirations. Unifrog addresses this by consolidating information about various opportunities—such as universities, apprenticeships, and work experiences, allowing students to make more informed and ambitious decisions. Their research found that when students engage with Unifrog's shortlisting and research tools, they become more likely to pursue meaningful educational and vocational pathways, reducing the chance of becoming NEET (Not in Education, Employment, or Training) (Unifrog)</p>	7

	<p>Additionally, Unifrog’s targeted support includes webinars, careers fairs, and personalised guidance, which have been reported to boost motivation and broaden horizons for disadvantaged students. Schools in areas with significant socioeconomic challenges have seen measurable reductions in the “shortlisting gap”—the disparity in post-secondary planning activities between disadvantaged and more advantaged students—after implementing Unifrog's resources (Optimus Education, ASCL)</p>	
<p>Potential carryover / in-year contingency funds</p>	<p>Potential carryover of funds for future strategies or for contingency over the course of the year.</p>	<p>1 - 5</p>

Total budgeted cost: £175,307

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Teaching

Budgeted cost: £71,410

Intended Outcome	Chosen approach	Review of impact
<p>To improve outcomes in English and Maths for disadvantaged students</p>	<p>Maths and English Progress Tutors</p>	<p>Progress Tutors have been in place since September and have a timetable of students who need extra intervention in English and Maths.</p> <p>65 regularly had English support sessions and 73 had maths support.</p> <p>15 x Y11s each had extra sessions in the build up to exams following curriculum reductions.</p> <p>The percent of students that improved, on average, from across the year from pre to post test was as follows:</p> <p>KS3 English Intervention</p> <ul style="list-style-type: none"> • Y7 - 81% • Y8 - 80% • Y9 - 81% <p>KS3 Maths Intervention</p> <ul style="list-style-type: none"> • Y7 - 82% • Y8 - 88% • Y9 - 94% <p>Student Survey Feedback</p> <ul style="list-style-type: none"> • 96% said that participation in the intervention has made them enjoy school more than they did at the beginning of the year • When asked to rate how much their confidence has improved in each subject, 1 being not at all, 5 being – ‘massively improved’, the average response for English was 3.78 and the average response for Maths was 3.71.

		<p>Student testimonials (July 2024)</p> <ul style="list-style-type: none"> • <i>'These interventions have benefitted me in so many ways physically and mentally from the kindest support from both Miss Teipel and Mrs Roberts'</i> • <i>'I think I have benefited from the intervention sessions because I have improved in skills I struggled with and had more motivation to revise outside of school'</i> • <i>'The intervention went in more detail and made things easier to understand'</i> • <i>'I have benefitted from intervention because it has improved my skills and confidence and made me enjoy being at school more'</i> <p>Parent Survey Feedback</p> <ul style="list-style-type: none"> • When asked whether their child/ward's behaviour and attitude towards school has increased, 1 being not at all and 5 being 'massively improved', the average score was 3.91. • When asked if their child/ward has benefited from the sessions, 96% said yes. • When asked would you like their child/ward to receive intervention support next school year, 100% said yes. <p>Parent feedback testimonials (July 2024)</p> <ul style="list-style-type: none"> • <i>'I'm glad [student] has the option & access to these intervention classes & I'm happy the school are giving her the opportunity to excel'</i> • <i>'He has become more confident and able to keep up with his studies'</i> • <i>'I believe this has improved my child personally with their maths and English skills due to it helping them being able to work independently with the work they are given without many issues'</i> • <i>'Her confidence has increased and her attitude towards these subjects has improved'</i> • <i>'These sessions have boosted his confidence and academically allowed him to understand the learning'</i> • <i>'Brilliant and well worth the children taking part'</i> • <i>'He is less frustrated when presented with what he thinks is tricky'</i>
<p>To improve academic and pastoral outcomes for students.</p>	<p>School pupil premium (VIPP) policy</p>	<p>The funding was allocated for leadership and management time to prepare training resources and to monitor efforts aimed at ensuring equity for disadvantaged students in the classroom.</p> <p>This year's CPD programme adopted a more integrated approach, with a diverse group of staff members delivering the sessions. The focus areas for this academic year included strategies to activate students as learning resources</p>

	<p>for one another, the development and embedding of oracy and structured talks, effective utilisation of LSAs, and promoting reading for pleasure. Wherever possible, there was an emphasis on the disproportionate benefits these strategies have for disadvantaged pupils.</p> <p>Staff received guidance on how to appropriately place vulnerable students, such as those with SEND or who are disadvantaged, along with the rationale behind these placements. Regular spot-checks on seating plans were conducted during leadership meetings to ensure the proper placement of vulnerable students in lessons. This was executed to a high standard in most lessons, but staff were challenged when these standards were not met. The MIS software used for creating seating plans had usability issues, prompting the search for an alternative solution for the next academic year.</p> <p>The PP (VI-PP) classroom strategy continued into its second year but lost momentum towards the end of the academic year. A rebranding and relaunch of this strategy are planned for next year, with an aim to develop a more evolving strategy that incorporates elements from the CPD programme and emphasises the link to disadvantaged students.</p> <p>Praise Postcards also continued for the second year, with 226 praise postcards being sent to disadvantaged students throughout the year. An end-of-year review survey indicated that 65% of Pupil premium students who received postcards found them to be a 'good' reward, while 80% suggested that a different reward should be considered. The impact of the postcards diminished due to a shift from mailing them home and as a result they will be discontinued next academic year.</p>
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Targeted academic support

Budgeted cost: £63,710

Intended Outcome	Chosen approach	Review of impact
<p>To improve reading age and develop a love of reading among disadvantaged students</p>	<p>Pupil premium book club/literacy programme</p>	<p>The aim of this strategy was to increase cultural and reading capital for select pupil premium students who were highlighted as having a low reading age and articulated they did not enjoy reading. The intention was to increase their reading for pleasure, confidence and reading skill.</p> <p>Approximately eight pupil premium students per year from years 7-10 took part. Once a week they took part in a book club reading Harry Potter, Gone, The Maze Runner, and The Hobbit (retrospective to their year group) where students had the option to read aloud if they wanted to. Reading aloud was awarded with a positive point. Students were read to by the Librarian, members of SLT, heads of year, as well as some subject teachers. Students were gifted the book, and a cultural capital trip took place related to the content of the book. This trip was to Warner Bros Studios.</p> <p>Reading Score Statistics</p> <ul style="list-style-type: none"> • Four Y7 students SAS scores increased by over 10 points between January and June, with the highest increase being 28 points compared to a year average of 5.4 points. • All tested Y8 students increased by an average of 7 points between January and June compared to a year average of 5.5 points. • All tested Y9 students increased by an average of 5 points between January and June compared to a year average of 5.6 points. However, the Y9 book club did have some students with higher level learning difficulties. <p>Parent feedback</p> <ul style="list-style-type: none"> • 71.4% of parents rated Book Club 5/5, with the remaining 29.6% rating it 4/5. • All surveyed parents noted that their child/ward's consistency or ability to read either was maintained or increased. <p>Parental testimonials (July 2024)</p> <ul style="list-style-type: none"> • <i>'Great for academic improvement.'</i> • <i>'[Student] really enjoyed these sessions.'</i>

		<ul style="list-style-type: none"> • <i>'My child started to read more, and his vocabulary changed in a good way. More confident on speaking, reading and writing.'</i> • <i>'[Student] is now much more confident to read out in other classes at school.'</i> 																																																																																																
To improve aspirations for pupil premium students	The Brilliant Club	<p>Out of the 14 Y9 students that took part, two students achieved a 1st in their dissertation, nine achieved a 2.1 and one achieved a third. One student did not engage with the programme and failed to submit the final assignment.</p> <p>Academic achievement</p> <table border="1"> <thead> <tr> <th rowspan="2">Competency</th> <th colspan="3">Taverham High School</th> <th colspan="3">UK Comparison</th> </tr> <tr> <th>Baseline Average</th> <th>Final Average</th> <th>Average progress</th> <th>Baseline Average</th> <th>Final Average</th> <th>Average progress</th> </tr> </thead> <tbody> <tr> <td>Written Communication</td> <td>48</td> <td>64</td> <td>33 %</td> <td>51</td> <td>63</td> <td>23 %</td> </tr> <tr> <td>Subject Knowledge</td> <td>49</td> <td>65</td> <td>34 %</td> <td>52</td> <td>64</td> <td>24 %</td> </tr> <tr> <td>Critical Thinking</td> <td>47</td> <td>65</td> <td>39 %</td> <td>50</td> <td>63</td> <td>26 %</td> </tr> </tbody> </table> <p>University Knowledge and Sense of Belonging</p> <table border="1"> <thead> <tr> <th>Taverham High School</th> <th colspan="2">% Strongly Agree + Agree</th> </tr> <tr> <th>Academic Skills</th> <th>Before</th> <th>After</th> </tr> </thead> <tbody> <tr> <td>I could cope with the level of study required at university</td> <td>62 %</td> <td>92 %</td> </tr> <tr> <td>I can find key ideas easily when reading a text</td> <td>62 %</td> <td>85 %</td> </tr> <tr> <td>I can assess how reliable information is when reading a text</td> <td>85 %</td> <td>77 %</td> </tr> <tr> <td>I can clearly explain my ideas, even when writing about complicated things</td> <td>54 %</td> <td>62 %</td> </tr> <tr> <td>I can confidently explain my ideas in small group discussions</td> <td>69 %</td> <td>62 %</td> </tr> <tr> <td>I use a range of learning strategies for revision and homework</td> <td>69 %</td> <td>62 %</td> </tr> <tr> <th>University Knowledge</th> <th>Before</th> <th>After</th> </tr> <tr> <td>I know the steps I need to take to go to university in the future</td> <td>77 %</td> <td>77 %</td> </tr> <tr> <td>I know a lot about what it is like to be a student at university</td> <td>31 %</td> <td>62 %</td> </tr> <tr> <td>I know a lot about the differences between learning at school and learning at university</td> <td>77 %</td> <td>100 %</td> </tr> <tr> <th>Sense of Belonging</th> <th>Before</th> <th>After</th> </tr> <tr> <td>University is for people like me</td> <td>62 %</td> <td>62 %</td> </tr> <tr> <td>I would fit in well with others at university</td> <td>77 %</td> <td>77 %</td> </tr> <tr> <td>I could really be myself at university</td> <td>69 %</td> <td>85 %</td> </tr> </tbody> </table> <p>Graduation event feedback</p> <table border="1"> <thead> <tr> <th>Taverham High School</th> <th>% Strongly Agree + Agree</th> </tr> <tr> <th>Graduation Event (n=9)</th> <th></th> </tr> </thead> <tbody> <tr> <td>I have enjoyed this Graduation Event</td> <td>78 %</td> </tr> <tr> <td>This event has made me feel proud about being in The Scholars Programme</td> <td>78 %</td> </tr> <tr> <td>I have learned something I didn't know before about this university</td> <td>100 %</td> </tr> <tr> <td>I am more likely to apply to this university after today's event</td> <td>78 %</td> </tr> <tr> <td>I will be able to study at this university when I am older if I work hard at school</td> <td>78 %</td> </tr> </tbody> </table>	Competency	Taverham High School			UK Comparison			Baseline Average	Final Average	Average progress	Baseline Average	Final Average	Average progress	Written Communication	48	64	33 %	51	63	23 %	Subject Knowledge	49	65	34 %	52	64	24 %	Critical Thinking	47	65	39 %	50	63	26 %	Taverham High School	% Strongly Agree + Agree		Academic Skills	Before	After	I could cope with the level of study required at university	62 %	92 %	I can find key ideas easily when reading a text	62 %	85 %	I can assess how reliable information is when reading a text	85 %	77 %	I can clearly explain my ideas, even when writing about complicated things	54 %	62 %	I can confidently explain my ideas in small group discussions	69 %	62 %	I use a range of learning strategies for revision and homework	69 %	62 %	University Knowledge	Before	After	I know the steps I need to take to go to university in the future	77 %	77 %	I know a lot about what it is like to be a student at university	31 %	62 %	I know a lot about the differences between learning at school and learning at university	77 %	100 %	Sense of Belonging	Before	After	University is for people like me	62 %	62 %	I would fit in well with others at university	77 %	77 %	I could really be myself at university	69 %	85 %	Taverham High School	% Strongly Agree + Agree	Graduation Event (n=9)		I have enjoyed this Graduation Event	78 %	This event has made me feel proud about being in The Scholars Programme	78 %	I have learned something I didn't know before about this university	100 %	I am more likely to apply to this university after today's event	78 %	I will be able to study at this university when I am older if I work hard at school	78 %
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To improve academic outcomes for disadvantage d students	Academy progress lead with explicit focus on	Due to the Progress Lead being on maternity leave this academic year, the strategy was overseen by the Assistant Head. Year 11 remained a priority, with a particular emphasis on Pupil premium (PP) students. Several initiatives were implemented, including:																																																																																																

	disadvantaged students	<p>Progress Meetings</p> <p>A progress meeting was held involving the Deputy Head, the Assistant Head, and the Head of Year 11 to identify key students for 'Team Around Child' meetings and to consider further interventions. As a result, eight Year 11 PP students were identified and subsequently met with the Assistant Head and the Pupil premium Coordinator to discuss tailored strategies. These strategies included curriculum reductions, revision support, and well-being support.</p> <p>Alumni Tutoring</p> <p>Heads of Faculty in Mathematics, Combined Science, and Triple Science identified Year 11 students (both PP and non-PP) for tutoring by alumni. Three sessions per week were conducted for science and mathematics, targeting various ability groups. Attendance for mathematics sessions was strong, while science session attendance declined as the exam season approached. Due to the additional costs associated with recruiting alumni tutors, this strategy is unlikely to continue next year.</p> <p>Motivational Workshops</p> <p>In December, a motivational speaker delivered an assembly to all Year 11 students and conducted two workshops for priority students. According to an evaluation survey, 98% of participants enjoyed the assembly, 76% felt more motivated towards their GCSEs, and 78% expressed willingness to work with the speaker again.</p> <p>Additionally, a second motivational workshop was held in July for a group of Year 10 students, a significant proportion of whom were PP students.</p>
To improve academic and pastoral outcomes for students	Pupil premium Co-ordinator	<p>The Pupil premium Co-ordinator (PPC) was responsible for overseeing many of the school's pupil premium strategies. These included:</p> <ul style="list-style-type: none"> • Attendance support for disadvantaged families • Co-ordinating resources for disadvantaged students • Liaising with vulnerable families regarding SEMH support for students • Co-ordinating support for school uniform • Liaising with disadvantaged families ahead of parents' evenings to boost attendance • Meeting parents of new Y6 pupils

		<p>The PPC was responsible for running or supporting many of the pupil premium specific clubs/enrichment opportunities, including:</p> <ul style="list-style-type: none"> • Whitwell Station • Camouflaged Learning Day • Pupil premium Dinner club • Scholars Programme • Support for Careers trips • Support for wider school trips as a first aider • Book Club <p>Parent Evening Attendance booking improvement:</p> <ul style="list-style-type: none"> • Y7 54% to 78% • Y8 70% to 91% • Y9 45% to 82% • Y10 34% to 76% • Y11 32% to 91% <p>Other areas of support:</p> <ul style="list-style-type: none"> • Breakfast club • Praise postcard ordering and distribution • Support with distributing monthly food vouchers • Christmas Food Parcels
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Wider strategies

Budgeted cost: £94,552

Intended Outcome	Chosen approach	Review of impact
To improve attendance of disadvantaged cohort	Attendance Lead	<p>Attendance Figures for 2023 – 2024 (including students who are persistent absentees)</p> <ul style="list-style-type: none"> • Attendance of disadvantaged students: 87.5% (2022/23 – 89.1%) – 2.4% decrease • Attendance of non-disadvantaged students: 93.3% (2022/23 – 93.2%) – 0.1% increase • PA for disadvantaged students: 38.1% (2022-23 – 32.6%) – 5.5% decline • PA for non-disadvantaged students: 19.1% (2022-23 19.7%) - 0.6% improvement
To raise the aspirations of	Careers, Information, Advice &	The careers adviser worked with students at risk of becoming NEET (Not in Education, Employment, or Training). The careers adviser used the Risk of NEET Indicator (RONIs) to identify priority students. These

disadvantaged students	Guidance (CIAG) support in school	<p>were primarily pupil premium and/or SEND students. All Y11 pupil premium students have had at least one face-to-face career interview with several having follow up sessions. School refusers who are pupil premium have also been spoken to regarding their next steps.</p> <p>Towards the end of the academic year, the highest priority pupil premium students in Y10 were also seen.</p>
To improve and sustain mental and well-being for all students including those who are disadvantaged	Student Support Team / SEMH Support	<p>A large proportion of pupil premium students in each year accessed student support for SEMH care. This includes CPOMS events, one-to-one sessions, group work, lunchtime support and ELF & Diana Ambassadors.</p> <p>Below are the percentages of the pupil premium cohort in each year that accessed student support for the academic year 2023 - 2024:</p> <ul style="list-style-type: none"> • Year 7 – 60% • Year 8 – 54% • Year 9 – 65% • Year 10 – 57% • Year 11 – 72% <p>In addition to this, many of the highest priority cases dealt with by the student support team were pupil premium and required extra support. For example, FSPs, CADS, EHAP and social work.</p>
To improve outcomes for disadvantaged students	Resource budget	<p>This funding was used to provide disadvantaged students with equipment and resources so they could access the curriculum. For example, ingredients for catering, resources for art, PE kit and uniform support.</p> <p>Revision guides were offered to all Y11 students (via a parental sign-up) with a small contribution needing to be made from students. 22 x pupil premium students ordered some, on top of the eight that had them last year. More recently they have been offered to Y10 students with 15 parents signing up.</p> <p>In addition, revision packs were created for all Y11 students (PP & Non-PP) and stationery packs were offered to all new Y7 PP students.</p> <p>A resource section of past papers, mark schemes and revision guides were set up in the library and a 'Y11 only' day offered to allow them some space to revise quietly during lunch time.</p>

To improve academic and pastoral outcomes for students	Enrichment budget	<p>Financial support for school trips allowed disadvantaged students the same opportunities as their non-disadvantaged peers. Examples of supported trips include the Duke of Edinburgh, theatre trips for English, Bletchley Park and Warner Bros. Studio.</p> <p>Dinner Club – 15 students attended regularly. Feedback has been positive from both students and parents.</p> <p>Whitwell – continuing for 7 x Y9 PP/SEND students who visit Whitwell Station once per fortnight to work on developing manual skills.</p> <p>Camouflaged Learning – provided to Y7 and Y8 PP students and some non-pupil premium students, aimed at raising self-esteem and increasing motivation.</p> <p>PP Book Club – Continues to be successful. Reward trip to Warner Bros. taking place in June.</p> <p>Music lessons – 20 disadvantaged students have peripatetic lessons ranging from piano, drums, singing and saxophone.</p>
To improve academic and pastoral outcomes for students	Breakfast Club	<p>Breakfast club started in January 2024 to provide pupil premium students with a free breakfast. This was to support those who may come to school hungry which could impact on learning. 18% of the pupil premium cohort access the breakfast club on average with 74% of those using the breakfast club being FSM students.</p>
To improve leadership and management of pupil premium	External pupil premium review	<p>This took place in June 2023 with another planned for October 2024 and a Trust PP network meeting took place in May 2024.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Bedrock Learning	Bedrock
The Scholars Programme	The Brilliant Club