

PUPIL PREMIUM  
STRATEGY STATEMENT  
2024-2027

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## Overview

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 this academic year and outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School name	Ousedale School
Number of pupils in school	2245
Proportion (%) of pupil premium eligible pupils	14.75% (345)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-2027
Date this statement was published	
Date on which it will be reviewed	December 2025
Statement authorised by	Paul McFadden – Headteacher
Pupil premium lead	Stuart Phipps – Senior Assistant Headteacher
Governor lead	Andy Burton – E-ACT Education Director

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£305,430
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£305,430

## Cohort Profile Overview

PROFILES Pupil Premium	Y11	Y11	Y11	Y11	Y10	Y9	Y8	Y7	All
	Leavers	Leavers	Leavers	Current	Current	Current	Current	Current	Current
	2022	2023	2024	2025	2026	2027	2028	2029	Tot/Av
Cohort Size	39 (10.9%)	47 (13%)	55 (15%)	48 13%	58 15.9%	52 14.4%	83 21.7%	60 16.8%	301 16.4%
Boys : Girls	26 : 13	23 : 24	30 : 25	23 : 25	32 : 26	23 : 29	44 : 39	28 : 32	150 : 151
Low : Middle : High PA	15 : 15 : 7	18 : 20 : 8	20 : 24 : 9	19 : 14 : 5	25 : 16 : 8	22 : 23 : 3	29 : 43 : 9	21 : 31 : 6	116 : 127 : 31
SEND E : K	3 : 3	3 : 9	1 : 15	1 : 10	2 : 10	0 : 8	3 : 11	2 : 13	8 : 52
KS2 APS (Reading & Maths)	102.58	101.5	101.8	101.8	102.1	99.5	101.5	101.2	101.2
CATs Average	100.33	99.24	95.6	93.9	94.8	97.3	96.7	NA	95.9

PROFILES Non Pupil Premium	Y11	Y11	Y11	Y11	Y10	Y9	Y8	Y7	All
	Leavers	Leavers	Leavers	Current	Current	Current	Current	Current	Current
	2022	2023	2024	2025	2026	2027	2028	2029	Tot/Av
Cohort Size	320 (89.1%)	312 (89%)	313 (85.1%)	320 87.0%	306 84.1%	309 85.6%	300 78.3%	297 83.2%	1532 83.5%
Boys : Girls	176 : 144	151 : 161	152 : 161	162 : 158	152 : 154	158 : 151	147 : 153	148 : 149	767 : 765
Low : Middle : High PA	79 : 164 : 12	67 : 159 : 82	64 : 157 : 81	59 : 138 : 95	70 : 136 : 82	54 : 163 : 79	61 : 165 : 69	57 : 168 : 68	301 : 770 : 393
SEND E : K	6 : 16	3 : 67	7 : 55	7 : 63	9 : 62	6 : 52	8 : 52	5 : 54	35 : 283
KS2 APS (Reading & Maths)	104.27	104.9	105	105.3	105	104.6	104.7	104.9	104.9
CATs Average	102.87	103.3	103.3	103.4	102.4	103.6	102.2	NA	102.9

# Part A: Pupil premium strategy plan

## Statement of intent

Our strategy will, in line with the school's vision, ensure that our Disadvantaged pupils will leave Ousedale ready to succeed in life. As effective learners, they will acquire the character, experiences, knowledge skills and qualifications that will enable them to thrive, and lead successful, happy lives. The focus of our pupil premium strategy is to support Disadvantaged pupils so that they make good progress and achieve highly across the curriculum, including those who are already high attainers.

This will be achieved through our ambitious and broad curriculum comprising of 3 elements – **Character, Experiences and Knowledge Skills.**

The strategy will be guided by the following key principles:

- Ambition
- Knowledge and Skills
  - Key concepts
  - Core Knowledge
  - Powerful knowledge
- Offering new experiences
- Developing character
- Identifying and addressing context specific need
- Learning is sequential

Our strategy is integral to the wider school developments that will support the continued improvement in attainment of our Disadvantaged pupils whilst sustaining improvements in outcomes of their Non-Disadvantaged peers.

High quality teaching is fundamental to supporting the aims of our strategy that will be supported by accurate and timely diagnostic assessment resulting in targeted interventions. Our approach will be responsive to the needs of the cohort so that emerging challenges are identified and acted upon, ensuring all pupils can access our rich and broad curriculum.

We take pride on knowing our students and therefore provide staff with the opportunity to access Pupil Premium funding to support students in more bespoke ways such as the department bid process.

Our strategy statement is based on a three-year-plan that is reviewed at regular intervals and at least annually.

## Challenges

Challenge Number	Detail of challenge																																																				
1	<p><b>Attainment and progress at the end of key Stage 4</b> is lower for our Disadvantaged pupils. (SISRA and Compare School Performance December 2024 (national data))</p> <p>NB. KS2 2023/24: No Progress measures or prior attainment breakdowns It will not be possible to calculate KS1-KS2 progress measures or produce breakdowns of attainment measures by prior attainment for academic years 2023/24 and 2024/25. This is because there is no KS1 baseline available to calculate primary progress measures and prior attainment for these years due to Covid-19 disruption.</p> <table border="1"> <thead> <tr> <th>Measure</th> <th>Disadvantaged</th> <th>Non-Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Progress 8</td> <td>-0.64 (-0.43*)</td> <td>0.16*(0.16)</td> </tr> <tr> <td>Attainment 8</td> <td>35.3 (34.5)</td> <td>48.63*(50)</td> </tr> <tr> <td>Basics %4+</td> <td>52.9% (48%*)</td> <td>73.7*(72.7%)</td> </tr> <tr> <td>Basics %5+</td> <td>25.5% (25.8%)</td> <td>50.2*(53.1%)</td> </tr> <tr> <td>EBacc APS</td> <td>2.96 (2.99)</td> <td>4.14*(4.46)</td> </tr> <tr> <td>Attainment – English</td> <td>7.67 (8.33)*</td> <td>10.23 (10.56)*</td> </tr> <tr> <td>Attainment - Maths</td> <td>7.42 (7.40)*</td> <td>9.75 (9.86)*</td> </tr> <tr> <td>Progress 8 – English</td> <td>-0.82 (-0.40)*</td> <td>0.07(0.15)*</td> </tr> <tr> <td>Progress 8 – Maths</td> <td>-0.48 (-0.42)*</td> <td>0.18 (0.16)*</td> </tr> <tr> <td>Progress 8 – EBacc</td> <td>-0.83 (-0.47)*</td> <td>0.12 (0.18)*</td> </tr> <tr> <td>Progress 8 – Open</td> <td>-0.86 (-0.47)*</td> <td>0.21 (0.18)*</td> </tr> </tbody> </table> <p>*Taken from SISRA as not published on Compare School Performance</p> <p><i>A trend analysis of the difference between Disadvantaged and Non-Disadvantaged at school and national level can be found at the end of the report.</i></p>	Measure	Disadvantaged	Non-Disadvantaged	Progress 8	-0.64 (-0.43*)	0.16*(0.16)	Attainment 8	35.3 (34.5)	48.63*(50)	Basics %4+	52.9% (48%*)	73.7*(72.7%)	Basics %5+	25.5% (25.8%)	50.2*(53.1%)	EBacc APS	2.96 (2.99)	4.14*(4.46)	Attainment – English	7.67 (8.33)*	10.23 (10.56)*	Attainment - Maths	7.42 (7.40)*	9.75 (9.86)*	Progress 8 – English	-0.82 (-0.40)*	0.07(0.15)*	Progress 8 – Maths	-0.48 (-0.42)*	0.18 (0.16)*	Progress 8 – EBacc	-0.83 (-0.47)*	0.12 (0.18)*	Progress 8 – Open	-0.86 (-0.47)*	0.21 (0.18)*																
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2	<p>Our Disadvantaged students generally enter the school with <b>weaker literacy and numeracy skills</b>.</p> <p>NGRT and PTM Results for our new Year 7 (Cohort 2029) pupils shows:</p> <table border="1"> <thead> <tr> <th>Year 7 Autumn 2024 NGRT Results Averages</th> <th>No of Students</th> <th>NGRT SAS</th> <th>NGRT Overall Stanine</th> <th>NGRT PC Stanine</th> <th>NGRT SC Stanine</th> <th>NGRT Age</th> <th>Year 7 Autumn 2024 PMT 11TA Results Averages</th> <th>No of Students</th> <th>SAS</th> <th>PMT SAS</th> <th>PMT Overall Stanine</th> <th>PMT A Total Raw</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>360</td> <td>106.3</td> <td>5.9</td> <td>5.7</td> <td>6.0</td> <td>12.7</td> <td>All</td> <td>355</td> <td>106.3</td> <td>104.9</td> <td>5.6</td> <td>40.8</td> </tr> <tr> <td>PP</td> <td>57</td> <td>100.7</td> <td>5.1</td> <td>5.1</td> <td>5.3</td> <td>11.7</td> <td>PP</td> <td>56</td> <td>100.7</td> <td>99.2</td> <td>4.8</td> <td>35.6</td> </tr> <tr> <td>Not PP</td> <td>242</td> <td>108.8</td> <td>6.2</td> <td>6.1</td> <td>6.3</td> <td>13.4</td> <td>Not PP</td> <td>303</td> <td>108.8</td> <td>105.9</td> <td>5.8</td> <td>41.7</td> </tr> </tbody> </table>	Year 7 Autumn 2024 NGRT Results Averages	No of Students	NGRT SAS	NGRT Overall Stanine	NGRT PC Stanine	NGRT SC Stanine	NGRT Age	Year 7 Autumn 2024 PMT 11TA Results Averages	No of Students	SAS	PMT SAS	PMT Overall Stanine	PMT A Total Raw	All	360	106.3	5.9	5.7	6.0	12.7	All	355	106.3	104.9	5.6	40.8	PP	57	100.7	5.1	5.1	5.3	11.7	PP	56	100.7	99.2	4.8	35.6	Not PP	242	108.8	6.2	6.1	6.3	13.4	Not PP	303	108.8	105.9	5.8	41.7
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**3** We have concerns relating to pupil wellbeing which is ongoing since the pandemic. It is clear from internal data that 28% (20% at last year) of our disadvantaged students have accessed support from our school counsellors and other internal data suggests higher use of pastoral support systems.

Following our PP pupil questionnaire that took place in January/February 2025. The results showed that pupil's opinion of their own wellbeing was lower at the Olney campus than compared to the NP campus. Particularly our year 9 cohort at the Olney campus.

It is also evident that many pupils and their families are experiencing increasing challenges with SEMH, with the number of students identified with SEMH needs at Ousedale continuing to increase. There has been an increase of 21% compared to last years total SEMH numbers (101 to 127).

**4** A higher proportion of parents of our Disadvantaged pupils at KS4 demonstrate **poor parental engagement** with the school compared to parents of our non-disadvantaged pupils. 33.91% of pupil premium parents did not book an appointment for parents evening across last academic year.

Olney	36	Olney	108	33.33%
NP	72	NP	204	35.29%
6th Form	9	6th Form	33	27.27%
	117		345	33.91%

(the table does not include PP parents who booked appointments, but did not turn up)

The table below is from 2024/2025 (Sept – March). It shows the proportion of PP parents that did not book a parents evening appointment.

Year Group	Olney Campus	NP Campus	% total of PP parents that didn't book an appointment
11	7/9 (78%)	19/39 (49%)	54%
10	6/18 (33%)	22/29 (76%)	49%
9	6/13 (46%)	16/40 (40%)	42%

There are also a high number of parents who are not accessing Classcharts which gives live data on attendance and behaviour of pupils.

Y7	15	31.25%
Y8	14	29.17%
Y9	1	2.08%
Y10	5	10.42%
Y11	5	10.42%
Y12	4	8.33%
Y13	4	8.33%

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5	<p>Our Disadvantaged pupils receive a disproportionate amount of <b><i>Behaviour and Attitude to Learning</i></b> points.</p> <ul style="list-style-type: none"> <li>Pupil Premium account for 24% of all negative behaviour points issued:</li> </ul> <table border="0"> <tr> <td>Negative Total</td> <td>24%</td> </tr> <tr> <td>Positive Total</td> <td>15%</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td>Instant Removal</td> <td>65%</td> </tr> <tr> <td>Late</td> <td>24%</td> </tr> <tr> <td>Warning</td> <td>22%</td> </tr> <tr> <td>Reflection</td> <td>28%</td> </tr> <tr> <td>Removal</td> <td>33%</td> </tr> </table>	Negative Total	24%	Positive Total	15%			Instant Removal	65%	Late	24%	Warning	22%	Reflection	28%	Removal	33%									
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6	<p>Although the <b>attendance</b> of our Disadvantaged pupils is higher than their national counterparts (89.71% compared to 85.4%), their overall attendance is lower than our Non-Disadvantaged at school. Overall, there was a 4.37% in school difference in attendance between the groups for the academic year 2023/24. There is minimal difference between PP students at our NP campus 89.09% to students at our Olney Campus 89.35%.</p> <p>Following a review in March 2025. The gap between PP and non PP attendance has reduced to 2.85%. There continues to be a minimal difference between PP students at our NP campus 91.06% to students at our Olney Campus 90.50%.</p> <p>The focus for attendance continues to be at KS4.</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 – What we want to happen	Success criteria – How we will know it has happened
<p>1. Improved attainment and progress outcomes among our Disadvantaged pupils across the curriculum at the end of KS4.</p>	<p>2024/25 KS4 outcomes demonstrate that Disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>• an average Attainment 8 score of at least National average</li> <li>• at least 45% passing GCSE Basics at grade 5 or above</li> <li>• at least 65% passing GCSE Basics at grade 4 or above</li> <li>• The gap in progress with our disadvantaged pupils and non-disadvantaged pupils nationally diminishes</li> <li>• All students are making progress that is at least in line with their prior attainment</li> <li>• Key focus on HPA attainment due to results last academic year.</li> <li>• The proportion of students in KS3 working at or above progress range to be in line with their non-PP peers.</li> <li>• Students in KS5 are being successful in securing university places, apprenticeships or alternative career starter pathway placements.</li> </ul>
<p>2. Literacy and numeracy skills improve for the FSM6 cohort</p>	<ul style="list-style-type: none"> <li>• To ensure there is no gap between PP and non-PP in their reading proficiency levels.</li> <li>• Reduce the gaps between PP and Non-PP for reading fluency.</li> <li>• Our PP cohort in year 7 are on average above their chronological reading age, however they are on average 11 months behind their non-PP peers. A reduction in this gap is what we strive for.</li> <li>• NGRT tests demonstrate improved fluency skills and SAS scores among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.</li> </ul>
<p>3. Attendance of our Disadvantaged cohort improves</p>	<ul style="list-style-type: none"> <li>• Attendance of our Disadvantaged cohort is in line with the national average for all pupils.</li> <li>• The figure for disadvantaged students is in line with their non-disadvantaged peers.</li> </ul>
<p>4. Behaviour points, related to learning, awarded to our Disadvantaged</p>	<ul style="list-style-type: none"> <li>• There is no or negligible difference for; negative behaviour incidents; detention and internal exclusion data; and FTE between PP and non-PP.</li> </ul>

students decreases.	
5. Parental engagement increases	<ul style="list-style-type: none"> <li>• The proportion of parents/carers of our Disadvantaged cohort who sign up to the Edulink/Classcharts platform increases and is in line with non-disadvantaged cohort.</li> </ul>
6. To ensure smooth transition of PP students between key stages of school	<ul style="list-style-type: none"> <li>• PP students are supported between transition from primary school to year 7.</li> <li>• To ensure students have appropriate guidance for options process and transition into KS4/KS5. Through targeted meetings and communication with parents/carers.</li> <li>• Develop use of CIAG strategy to support students in their next steps</li> <li>• Rates of progression (including NEETs) matches the non-disadvantaged cohort. 0 NEET</li> </ul>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £153,000

Activity and brief description/summary	Evidence that supports this approach	Challenge number(s) addressed
Fully funding additional capacity to the teaching hours in <b>English and Maths</b> so that additional groups can be timetabled	<p><a href="#">Reducing class size   EEF</a></p> <p><a href="#">Metacognition and self-regulation   EEF</a></p>	1,2 & 5
<b>Part funding of our SENDCO</b> to lead the SEND team by enhancing the provision for our disadvantaged SEND pupils	EEF – Special Educational Needs in Mainstream Schools Guidance Report	1,2 & 5
<b>CPD dedicated to reading &amp; vocabulary development.</b> Plan for reading (Walkthru) - Focus on teachers selecting texts that engage and support struggling readers from disadvantaged backgrounds. Emphasise approaches for building vocabulary and comprehension skills tailored to pupil premium students	<p><a href="https://tdtrust.org/leading-cpd/why-is-cpd-so-important/">https://tdtrust.org/leading-cpd/why-is-cpd-so-important/</a></p> <p><a href="#">Teaching WalkThrus   Multi-Platform Teaching Tools &amp; Resources To Support Teachers - Primary Schools - Secondary Schools - Further Education - Coaching Tools - Webinars   Oliver Cavigioli - Tom Sherrington   UK</a></p> <p><a href="#">Effective Professional Development   EEF</a></p> <p><a href="#">Improving Literacy in Secondary Schools   EEF</a></p>	1,2 & 5
<b>CPD in SEND Training: EEF 5-a-day Strategy</b> Ensuring that scaffolding, flexible grouping, and explicit instruction are contextualised with examples addressing pupil premium students' specific needs.	<p><a href="#">EEF blog: 'Five-a-day' to improve SEND outcomes   EEF</a></p> <p><a href="https://tdtrust.org/leading-cpd/why-is-cpd-so-important/">https://tdtrust.org/leading-cpd/why-is-cpd-so-important/</a></p>	All

How cognitive and metacognitive strategies can support SEND & disadvantaged learners.	<a href="#">Effective Professional Development   EEF</a>	
<b>CPD in Behaviour Strategies to Support Active Learning</b> Address potential barriers to engagement for disadvantaged students and training for staff on inclusive classroom management strategies.	<a href="https://tdtrust.org/leading-cpd/why-is-cpd-so-important/">https://tdtrust.org/leading-cpd/why-is-cpd-so-important/</a> <a href="#">Improving Behaviour in Schools   EEF</a> <a href="#">Effective Professional Development   EEF</a>	1, 4 & 6
Part funding <b>Pastoral and Academic Leaders</b> to support students across all year groups.	Behavioural interventions – EEF <a href="#">Strategies for reversing poor school attendance</a>	All
TLR funded for <b>PP/raising standards</b> support team position.	EEF – School improvement Planning Section	All

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

Budgeted cost: £137,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support pupils with the <b>equipment and uniform</b> they need to be ready to learn and be in line with the rest of the school community.		1, 3 & 4
Part funding <b>Learning Mentors</b> to work with and support our Disadvantaged pupils who present significant issues. This includes hold half termly attendance and punctuality surgeries with Disadvantaged identified pupils	Behavioural interventions – EEF <a href="#">Improving Behaviour in Schools   EEF</a> <a href="#">Strategies for reversing poor school attendance</a>	1,3,4 & 6
The school's <b>Counsellor</b> supports identified Disadvantaged pupils based on wellbeing referrals from PALs. High priority cases.	<a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation</a>	1,3,4 & 6

Part funding the school's <b>family liaison officer</b> supports Disadvantaged pupils and families on pastoral aspects such as attendance and behaviour	Behavioural interventions – EEF <a href="#">Strategies for reversing poor school attendance</a>	1,3,4 & 6
Part funding of our <b>PILC manager</b> and providing additional resources for the PILC so that Disadvantaged pupils have access to appropriate provisions.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	2,3 & 4
<b>Invest in numeracy platforms</b> to support the whole school numeracy programme; My Maths, Timetable rockstars and Numeracy Ninjas.	<a href="#">Why is Numeracy Important? - The Effects of Poor Numeracy</a>	1,2 & 5
<b>Invest in the schools ' Reading Spine'</b> through the provision of resources and training that will promote a love of reading and improve literacy skills of our Disadvantaged pupils.	<a href="#">Reading comprehension strategies   EEF</a> <a href="#">Improving Literacy in Secondary Schools   EEF</a>	1,2 & 5

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide financial support for <b>school trips</b> so that our Disadvantaged pupils are not culturally disadvantaged.	<a href="#">Using pupil premium to enrich cultural education   A New Direction</a>	3,5 & 6
Support Disadvantaged pupils who express an interest in completing the <b>DofE award</b> .	<a href="#">Using pupil premium to enrich cultural education   A New Direction</a> <a href="#">Why do the DofE? - The Duke of Edinburgh's Award</a>	3,5 & 6
Support the funding of <b>Peripatetic Music lessons</b>	<a href="#">Arts participation   EEF</a>	3 & 5
<b>CPD for staff in Targeted Mental Health and Wellbeing Training:</b> Identifying and supporting pupil premium students facing mental health challenges	<a href="#">For schools - MHFA England</a>	1,3,4,5 & 6

<b>Department bid</b> system for projects related to one of the priority areas.		<b>All</b>
<b>Embed Peer Mentoring</b> to support disadvantage students with numeracy and literacy skills.	<a href="#"><u>Mentoring   EEF</u></a>	<b>1 &amp; 2</b>
<b>Embed staff mentoring</b> to key groups of PP students with a focus on preparing for exams, organisation and wellbeing.		<b>1,3,4 &amp; 6</b>

The school has assigned aspects of the 'menu of approaches' to each of the Assurance Boards: Curriculum (CAB), Teaching and Learning (LAB), Progress (PAB) and Inclusion/Pastoral (IAB).

<b>Tier 1. High Quality Teaching</b>	
<b>Assurance Board</b>	<b>Approach</b>
<b>CAB</b>	<ul style="list-style-type: none"> <li>• Broad and balanced knowledge rich curriculum</li> <li>• Recruitment and retention</li> <li>• Managing workload</li> <li>• Celebrate success with pupils and staff</li> </ul>
<b>LAB</b>	<ul style="list-style-type: none"> <li>• Developing expertise in knowledge and pedagogy</li> <li>• Responsive Teaching – The Ousedale Standard</li> <li>• Continuous and sustained professional development</li> <li>• Mentoring and coaching</li> <li>• Professional qualifications</li> <li>• Technology and resources to support teaching</li> </ul>
<b>PAB</b>	<ul style="list-style-type: none"> <li>• Purposeful, responsive assessment</li> <li>• Technology and resources to support assessment</li> </ul>
<b>IAB</b>	<ul style="list-style-type: none"> <li>• Effective systems to support pupils and staff</li> <li>• Acknowledge and reward effort and achievement</li> </ul>
<b>Tier 2. Targeted Academic Support</b>	
<b>Assurance Board</b>	<b>Approach</b>
<b>CAB</b>	<ul style="list-style-type: none"> <li>• Tutoring and small group work</li> <li>• Deployment of teaching assistants providing high quality support</li> </ul>
<b>LAB</b>	<ul style="list-style-type: none"> <li>• Targeted interventions to support literacy and numeracy development</li> </ul>
<b>PAB</b>	<ul style="list-style-type: none"> <li>• Targeted interventions to support knowledge and skills development</li> </ul>
<b>IAB</b>	<ul style="list-style-type: none"> <li>• Effective deployment of resources to support pupils</li> </ul>
<b>Tier 3. Wider Strategies</b>	
<b>Assurance Board</b>	<b>Approach</b>
<b>CAB</b>	<ul style="list-style-type: none"> <li>• Extra-curricular</li> <li>• Experiences curriculum</li> <li>• Extended school time</li> </ul>
<b>LAB</b>	<ul style="list-style-type: none"> <li>• Parental engagement</li> </ul>
<b>PAB</b>	<ul style="list-style-type: none"> <li>• Communicating with and supporting parents</li> </ul>
<b>IAB</b>	<ul style="list-style-type: none"> <li>• Improving behaviour</li> <li>• Social, emotional, and behavioural needs</li> <li>• Supporting attendance</li> <li>• Parental engagement</li> <li>• Communicating with and supporting parents</li> </ul>

	<ul style="list-style-type: none"> <li>Working with the PP questionnaire and actioning key points, inclusive of equipment, mentoring and wellbeing</li> </ul>
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## Other Strategy Implementation

Action	Tier	Assurance Board
Assist staff with the deployment of QLA reports and associated next step therapy tasks.	1	PAB
Use SISRA to support the identification of Disadvantaged pupils who are not at expected points during the school's assessment cycle.	1	PAB
Continue to develop the schools data analysis systems so that all leaders can identify underperformance of key groups.	1	PAB
Develop Assessment Point Reports so that the PP section reflects the school's KPIs and leads to better identification of need and support	1	PAB
Target Disadvantaged pupils to attend the additional after school 'Session 6' lessons	2	PAB
Develop a reward programme that acknowledges engagement with 'Session 6' lessons	2	PAB
Facilitate homework club for Disadvantaged pupils through staffing, resources and incentives.	3	PAB/IAB
Ensure that all Disadvantaged pupils receive a personalised CEIAGs programme that includes employer visits, Careers Fairs and interviews.	3	PAB
Monitoring parental engagement at Parents' Evenings with follow up calls from PALs when non-attendance	3	PAB/IAB

**Total Budgeted Cost: £305,430**

## Part B: Review of outcomes in the previous academic year

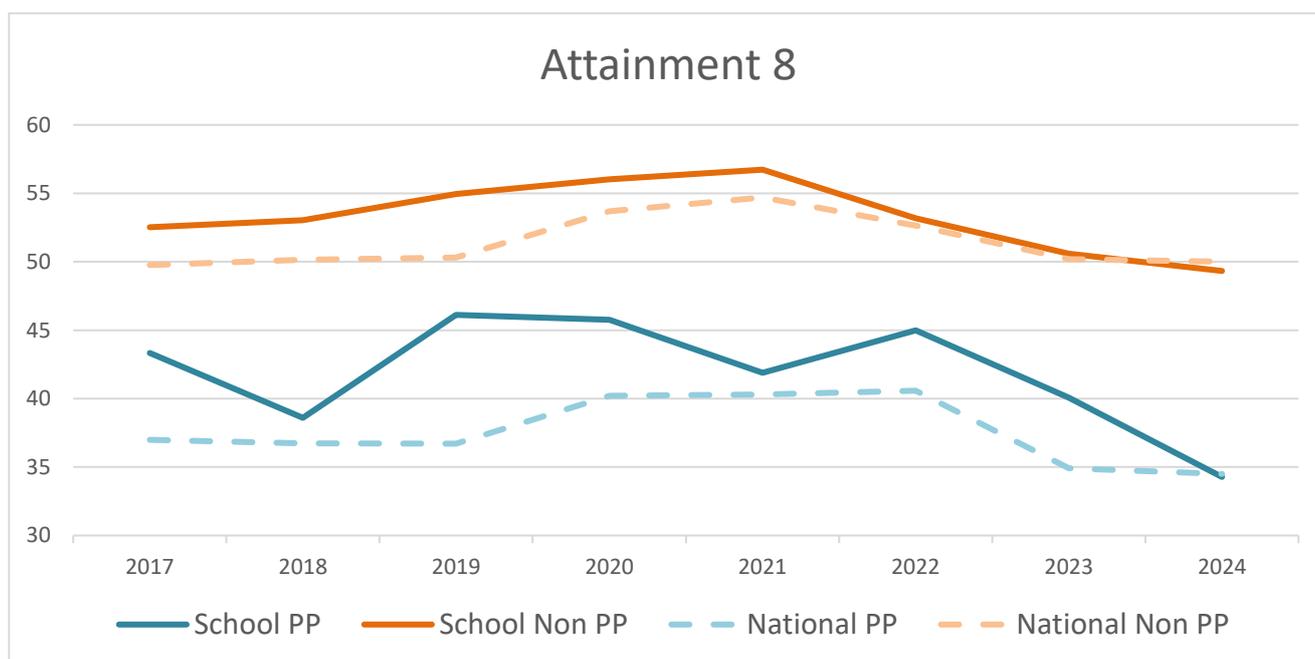
### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on Disadvantaged pupils over previous years including the 2020 to 2021 academic year.

### Academic Outcomes

#### Attainment 8

Attainment 8	2017	2018	2019	2020	2021	2022	2023	2024
School PP	43.34	38.60	46.12	45.76	41.88	45.00	40.07	34.28
School Non PP	52.53	53.03	54.95	56.02	56.73	53.17	50.58	49.33
National PP	37.00	36.73	36.70	40.20	40.30	40.58	34.91	34.50
National Non PP	49.76	50.14	50.30	53.70	54.70	52.65	50.20	50.00

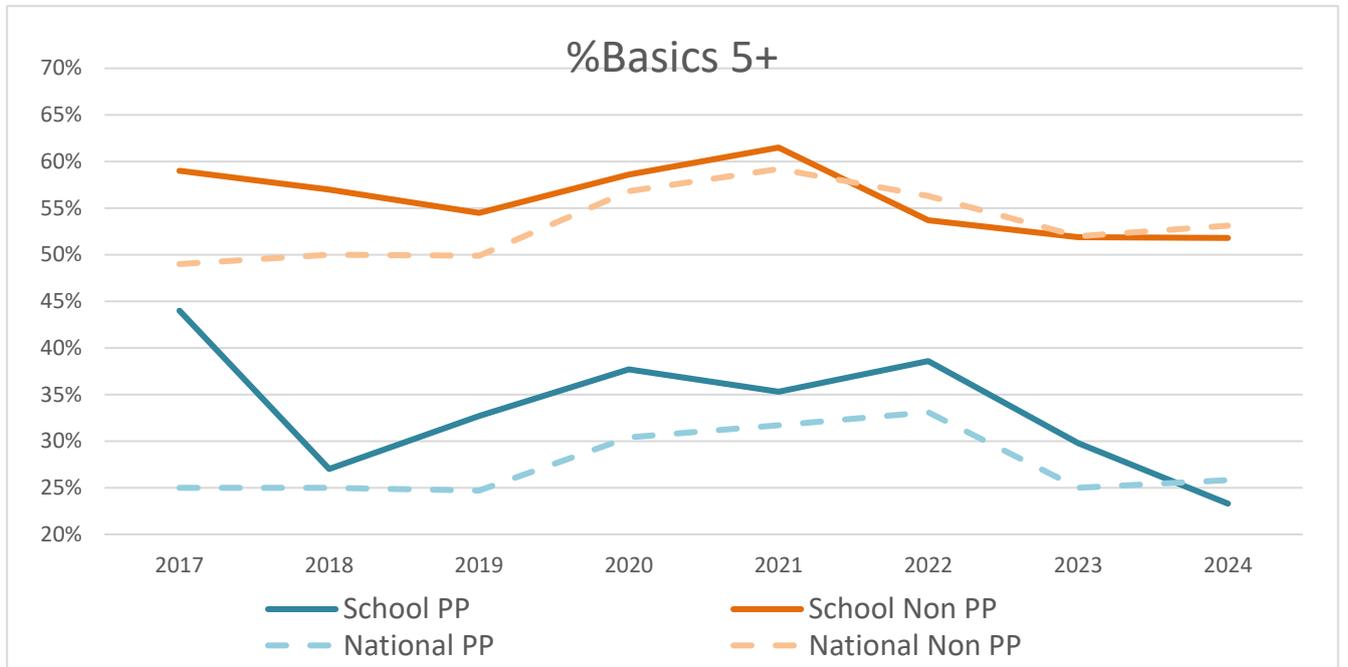


#### Attainment 8:

Disadvantaged: Although there has been a drop in this measure, it will continue to be in line with the disadvantaged national average if that remains constant. Attainment in the open element is, on average half a grade higher than the EBacc element. The difference between the top and bottom counting grade in both the EBacc (1.4 grades) and the Open (1.2 grades) elements suggests that there is a need to carefully review the curriculum offer for this cohort with targeted interventions that may reduce their qualification suite in some cases.

## %Basics 5+

%Basics 5+	2017	2018	2019	2020	2021	2022	2023	2024
School PP	44.0	27.0	32.7	37.7	35.3	38.6	29.8	23.3
School Non PP	59.0	57.0	54.5	58.6	61.5	53.7	51.9	51.8
National PP	25.0	25.0	24.7	30.4	31.7	33.1	25.0	25.8
National Non PP	49.0	50.0	49.9	56.8	59.2	56.3	52.0	53.1



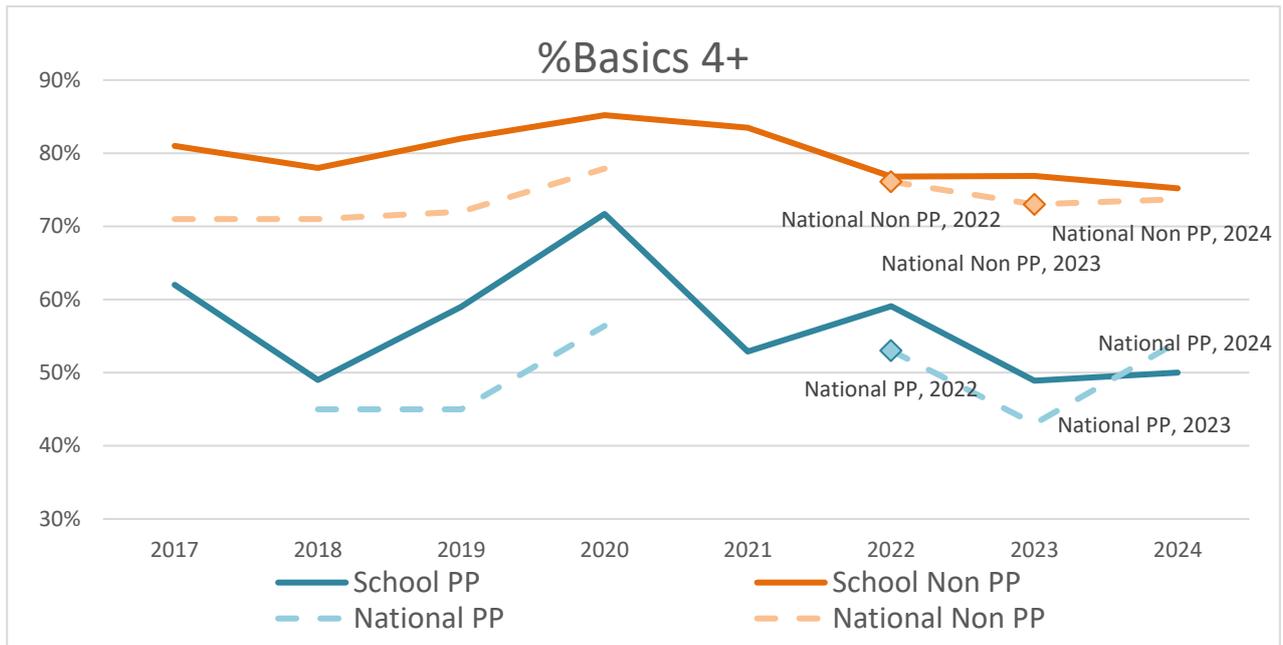
### Basics 5+:

Disadvantaged: This measure and that of Basics 7+ has dropped in 2024. If the national average for PP remains static it will be just below the NA. Analysis from FFT does not deem the difference to be significant.

## %Basics 4+

Basics 4+	2017	2018	2019	2020	2021	2022	2023	2024
School PP	62	49	59	71.7	52.9	59.1	48.9	50.0
School Non PP	81	78	82	85.2	83.5	76.8	76.9	75.2
National PP*	N/A	45	45	56.4	N/A	53.0	43.0	54.2
National Non PP*	71	71	72	77.9	N/A	76.1	73.0	73.7

\*SISRA Disadvantaged collaboration data used



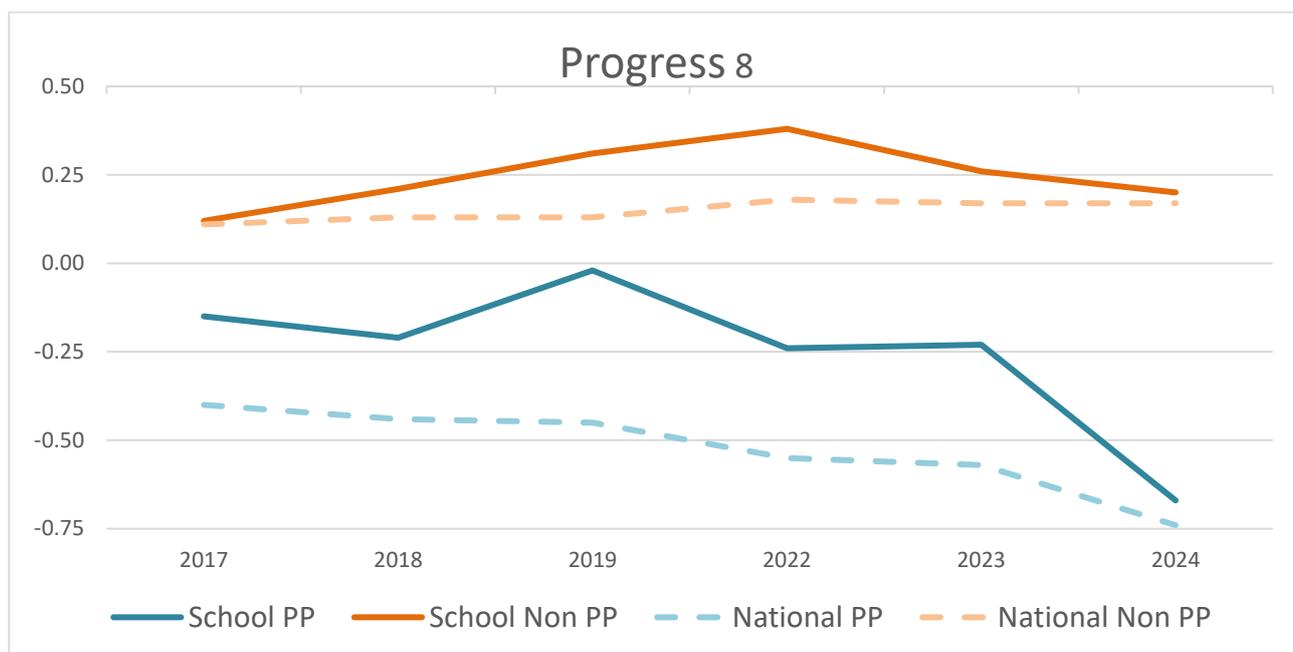
### Basics 4+:

Disadvantaged: This has increase from 2023 by 1.1% and is likely to remain above the PP national which was 43% in 2023.

## Progress 8

Progress 8	2017	2018	2019	2022	2023	2024
School PP	-0.15	-0.21	-0.02	-0.24	-0.23	-0.67
School Non PP	0.12	0.21	0.31	0.38	0.26	0.20
National PP*	-0.4	-0.44	-0.45	-0.55	-0.57	-0.74
National Non PP*	0.11	0.13	0.13	0.18	0.17	0.17

\*SISRA Disadvantaged collaboration data used.



The progress of Disadvantaged pupils has fallen to 'Below Average' in 2024 (P8 = -0.66). This is a significant drop from -0.23 in the previous academic year.

## Pastoral Outcomes

The table below shows the pastoral outcomes for our disadvantaged students.

Measure	2018/19	2019/20	2020/21	2021/22	2022/23	FFT (2022/23)	2023/24	FFT (2023/2024)
FTE	17.14%	7.7%	6.9%	9.9%	7.8%		5.5%	
1 or more FTE	6.2%	6.1%	4.4%	7.1%	7.8%		5.5%	
2 or more FTE	0.36%	1.0%	1.5%	2.5%	2.28%		2.61%	
PEX	0%	0%	0%	0%	0%		0%	
Persistent Absence (PP)	23.97%	26.01%	31.4%	41.5%	45.3%	46.1%	39.18%	45%
PA (Non PP)							15% (from FFT)	20%
Attendance (PP)	92.8%	93.4%	88.6%	87.26%	87.6%	85.3%	89.71%	85.4%
Attendance (Non PP)							94.08%	92.8%

Attendance has increased from previous academic year for PP students by 2.11% and is above FFT by 4.31%. However, there is still a gap of 4.37% compared to non PP students.

Suspensions rate has again decreased from previous academic year by 2.3%.

## Gap Analysis Compared to National Differences

Measure	School/ National	Range	Disadvantaged Average	Non- disadvantaged Average	Gap	Difference
Attainment 8	School	2017 - 23	42.97	53.86	10.89	1.32
	National	2017 - 23	35.1	50.30	12.21	
%Basics 5+	School	2017 - 23	35.01	56.60	21.59	2.94%
	National	2017 - 23	27.87	53.37	24.53	
%Basics 4+	School	2017 - 23	57.51	80.49	22.97	1.27%
	National	2018/19/20/22/23	48.56	73.47	24.24	
EBacc APS	School	2018- 23	3.67	4.69	1.01	0.33
	National	2018- 23	3.23	4.57	1.35	
Progress 8	School	2017/18/19/22/23	-0.17	0.26	0.43	0.2
	National	2017/18/19/22/23	-0.48	0.14	0.63	

## 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