Parrs Wood High School
Pupil Premium Strategy Statement 2024-25

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

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

School overview

Detail	Data
School name	Parrs Wood High School
Number of pupils in school	1859 (including sixth form)
Proportion (%) of pupil premium eligible pupils	(KS3-4) 473 students, 32%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mark McElwee (Headteacher)
Pupil premium lead	Emma Foster (Assistant Headteacher)
Governor / Trustee lead	Francis Markus

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£531,910
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	£531,910

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. Our Pupil Premium cohort has a diverse range of aspirations, prior attainment and levels of progress. We aspire for our disadvantaged students to reach levels of attainment that are in line with all students nationally and are ever closer to that of their non-disadvantaged peers in school.

At Parrs Wood High School, we recognise that the Pupil Premium funding cannot guarantee complete equality of outcome but can give every student in our school the same opportunity to achieve. Our ambitions for our students are driven by our core values of Community, Creativity and Achievement.

A clear understanding of the specific challenges faced by our disadvantaged students, helps us to identify, respond and remove barriers to provide appropriate support, whilst still maintaining the highest expectations of attainment and achievement. We know that this approach will benefit Pupil Premium students to ensure they are equipped with the knowledge and skills to move successfully and confidently into the next stage of education or training.

Our evidence-informed Pupil Premium strategy is built on the knowledge that high-quality teaching, targeted academic intervention and wider approaches are the most effective ways to remove barriers to learning. Quality first teaching is at the heart of our approach (Adaptive Teaching) to ensure all pupils have access to high quality teaching. *(Nasen. EEF Special and Education Needs in Mainstream Schools. March 2020).* This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school *(Education Endowment Foundation, 2023).* Research indicates that the best way to raise pupil self-esteem is for them to be successful in the classroom with their peers. *(Marc Rowland. An updated Practical Guide to the Pupil Premium. National Education Trust, 2015).* We understand that barriers to learning are not just academic. A significant amount of our budget is aimed to employ wider strategies, strategically selected to target students and ensure they can overcome the challenges they face. Implicit in the intended outcomes, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Pupil Premium remains a school improvement priority (SIP) focus for this academic year shared and embedded across all staff.

Our approach remains responsive to common challenges and individual needs with a focus on the impact. Knowing our students and responding to their needs is critical to our success. The approaches we have adopted complement each other across 6 key strands to raise attainment for our disadvantaged students. The activities we have outlined in this statement are also intended to support a student's needs, regardless of whether they are disadvantaged or not.

The specific approaches we have adopted are evidence informed. To ensure they are effective we will:

- Sustain a purposeful learning environment where disadvantaged students are challenged across an appropriate curriculum.
- Regularly evaluate using a range of evidence sources, recognising the relevance of hard and soft data to review impact.
- Act early to intervene at the point need is identified ·
- Adopt a whole school approach to developing relationships which will support staff to raise expectations, outcomes and measure impact across the 6 key challenges identified.

Challenges

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

Challenge number	Detail of challenge
1	***Achievement****:* Disadvantaged pupils on average attain lower and make less academic progress in school than their peers, especially in English, Maths and some EBacc subjects including Science. Nationally and historically, Pupil Premium and SEND students obtain a lower progress 8 score. The trends we see at Parrs Wood High School are the same as reported across the country. The progress of Pupil Premium students continues to be affected by the impact of Covid-19. The EEF also published findings that show that the attainment gap has widen further due to the impact of Covid-19.
	https://educationendowmentfoundation.org.uk/news/eef-publishes-new-research-on-the-impact-of-covid-19-partial-school-closures
	There has been an increased number of students with an EHCP and an increased number of students with SEMH needs post pandemic. These students will need the correct support to access our curriculum. Our response to these needs is varied and tailored to individual students. The attainment gap is greatest for those from economically disadvantaged backgrounds and those with special educational needs. Attitude to learning data shows wider gaps in engagement and motivation for our disadvantaged pupils compared with their peers.
	Even small improvements in GCSE qualifications yield significant increases for disadvantaged pupils' economic benefit to society and national wealth. The challenge to is simply increase effective and consistent approaches to teaching and learning in the classroom. Improving teaching quality generally leads to greater improvements at lower costs. *(EEF. The Attainment Gap. 2018)*
2	***Literacy:*** Disadvantaged students have lower levels of literacy than non-disadvantaged students and this has a significant impact upon their progress across the curriculum. Students who start secondary school with low levels of literacy are in a particular need of support and the consequences of their low literacy will be felt across the curriculum. (EEF. Improving Literacy in Secondary Schools.2021).
	(EEF. Socio-economic attainment gap remains stubbornly wide after pandemic, with read skills particularly affected.2022)
	Lower attaining students benefit from the explicit teaching of strategies to comprehend text. The impact is high, but the cost is low.
	(EEF. Literacy. Reading comprehension strategies.2023)
3	***Attendance***: Attendance data indicates a significant decline from September 2022. Average attendance rate for disadvantaged pupils is lower than that of other students, and school target for all children of 98%, (or at least in line with local and national) and that persistent Absenteeism is reduced to less than 8% in each year group. This reduces their learning time and diminishes progress. Parrs Wood high school is committed to transforming attendance to narrow the gap between current levels and post & pre COVID pandemic levels for all groups- particularly disadvantaged pupils. (EEF. Attendance Interventions. March 2022)
4	***Aspirations***: Some disadvantaged pupils do not benefit from experiences or opportunities to help them have high aspirations for their future career and to widen their school experiences. There is a need to develop students' cultural capital to support the curriculum and their access to it.
	Introduction of Every Child is Known - this in being introduced in Year 7 and 11 initially
5	***Behaviour and attitudes***: Some disadvantaged pupils need additional support ensure their attitudes and behaviour are conducive to good progress. Pupil Premium students often experience more social and emotional challenges. Targeted interventions and universal approaches have positive overall effects of +4 months. (EEF. Behaviour Interventions. 2021) Embedding our Normative Behaviour Curriculum across the key stages will support students to develop positive behaviours for learning. Prioritising our disadvantaged students for close contact and strategies which are personalised to their situation will help us to support their individual progress.
6	***Parental engagement***: Some parents / carers need additional information, support and guidance to help their child to learn and make progress. Parental engagement has a positive impact on average of 4 months' additional progress. (EEF. Parental Engagement.2021) We remain passionate about Empowering our parents to support relationships and break down the barriers between school and home to support pupil progress.

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
Improve achievement: Attainment among disadvantaged pupils across the curriculum at KS4 is consistently in line or above national average. Consistent application of adaptive teaching, effective feedback and appropriate challenge in every lesson. Targeted academic interventions that address knowledge gaps and improve confidence, attainment and progress. Yr 12 enrichment mentoring programme to offer in lesson support. SENCO training has been provided. Monitor PP students across 'sets' to maintain aspirations. Use of Broader bands at KS3 in core subjects A cross-curricular focus on increasing Cultural Capital via engagement with enrichment opportunities, both in school and outside of school.	GCSE outcomes indicate increasing attainment and progress for disadvantaged pupils, with the attainment of disadvantaged pupils in line with that of all students nationally. Disadvantaged pupils' attainment is improving in each year group, with additional interventions showing positive impact. Reduced gaps at KS3 All disadvantaged pupils enter further education, training or employment post-16. Consistent approach to Quality First Adaptive Teaching. Monitored through IQTL. Class charts used across whole school for consistency of approach
Literacy: Gaps between literacy levels of PP and non-PP students will be narrowed. Develop the deliberate teaching of reading skills across the curriculum.	Disadvantaged students make as much progress as their non-disadvantaged peers as evidenced through screenings, accelerated reader- reading ages and end of Key stage outcomes Staff consistently delivering whole school approach to reading as evidenced through whole school IQTL. Reading ages are shared and used to support age related lesson content and appropriate challenge.
Improve attendance: Improved attendance for all pupils, particularly; disadvantaged pupils. Embedded strategies to improve PP attendance and punctuality and address the attendance gap between PP and non-PP students, this includes new attendance strategy across school Calendared attendance focus weeks and attendance on meeting agendas. Attendance and punctuality explored as part of all parental and reintegration meetings and all student meetings. Track attendance of PP students and identify dynamic ways to intervene utilising existing and new strategies Broaden Parental Support offer from Family Liaison Officer through wider range of courses	Attendance figures for 2023-24 show that the gap between PP and non-PP students is diminishing. Disadvantaged pupils' attendance is in line with the national average for all pupils (given the national context of COVID-19 restrictions). Parents/carers are aware of changes and adhere to guidance. Support is offered where needed to support engagement. Attendance remains a high priority will all staff Attendance issues are flagged in a timely manner to parents/carers and meaningful support is put into place Increased meetings and home visits. Re-launch of Active Parents programme.
Build aspiration and positive engagement: Students have improved attitude to learning scores in line with their non disadvantaged peers. They have improved resilience and well-being and have the same opportunities offered to them as their peers. Build aspirations using outside agencies- school has partnered with City Year, Factory International and Safe in	Pupils Attitude to learning scores are in line with their peers. Pupils speak positively about the school and feel safe and happy. Student Voice. There is a very high level of engagement in wider curriculum opportunities by disadvantaged children and effective careers provision ensures they are well prepared for post-16 pathways.

the City all targeting PP students- almost 100 directly	House points and reward trips.
Curriculum-Ensure all faculties provide a range of opportunities for students to access learning opportunities outside the classroom, build cultural capital and provide appropriate careers guidance.	Parent voice supports students being well supported and engaged.
Ensure all PP students have at least 2 'careers interviews' and a detailed interview in year 9 for Choices programme. PP carefully considered when guiding students on choices pathway.	Bank of resources to support students with understanding the pathway to specific careers, developing their knowledge and understanding of the role and raising aspiration.
Calendared achievement weeks and re launch of the house system to create community-based awards.	
Identify primary schools where main PP students come from and further develop partnerships with them to ensure a more productive transitions	
Promote positive behaviour and attitudes to learning*:* Students have improved attitude to learning scores in line with their non disadvantaged peers. Normative Behaviours embedded and fixed term suspensions for Pupil Premium pupils reduced. Equip all pupil premium students with the tools to develop transferable skills which reflect our core values and will extend beyond their academic sphere and into adulthood. Ensure all members of our PP community have the confidence and resilience to recognise when they and others need support and know where to access it.	Pupils Attitude to learning scores are in line with their peers. The behaviour and attitude to learning of disadvantaged students is in line with other students or shows an improving trend across all year groups. Reduction of fixed term suspensions and or repeat suspensions. Normative behaviour curriculum established and practised across each key stage. Visible actions in response to student, staff and parental voice. The proportion of disadvantaged students who are excluded is below the national average for secondary schools and is reducing year on year. PP students represented on the student leadership programme, MHWB, and across student voice. Potential gaps will inform future training.
Parental Engagement: Parents are empowered and consistently involved in their child's learning journey. Proactive and persistent in building relationships that provide parents/carers with the opportunity to be more effective in supporting their child's learning journey Review strength-based conversations across all staff when communicating with students and their parents. Grow and Rise sessions in support of MHWB.	Parental engagement across whole school events increases. Parents/carer voice is positive regarding their child's education, and they will feel that they are more able to help/support their child to achieve.

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: £180,264

Activity	Evidence that supports this approach	Challenge number(s) addressed

Quality First Teaching, retrieval and Formative assessment
  Focus Five in Maths
  'How to revise' sessions in English.
  'Why Bother' videos in Science.
  Focus groups in Humanities.
  Cornell note taking in Computing.
  Social sciences- 5 A day
 	
Fully embedding a classroom culture that ensures effective, supportive and adaptive teaching across the curriculum, supported by regular and intensive programme of CPD and triads. Including professional qualifications for example Masters, MPQML also used
 	
Ambitious, knowledge-based curriculum.
 	
Strong focus upon formative assessment to check that all students, including those with SEND have grasped crucial knowledge
 	
Opportunities for deliberate practice to enable staff to refine their teaching. IRIS Connect.
 	
Professional development
Evidence informed adaptative teaching strategies shown to positively impact upon student outcomes, inc. those with SEND
	EEF indicates that supporting high quality teaching is pivotal in improving children's outcomes and that high quality teaching can narrow the disadvantage gap.
	
	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve and next steps in learning
	EEF indicates impact of +6 months when implemented effectively. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress) and evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. A focus on LIFElines and the development of students' vocabulary is supported by evidence from the EEF showing that language approaches have a high impact on pupil outcomes of 6 months' additional progress.
	Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.'
	  The EEF guide to Pupil Premium
	
	https://educationendowmentfoundation.org.uk/news/does-research-on-retrieval-practice-translate-into-classroom-practice?utm_source=/news/does-research-on-retrieval-practice-translate-into-classroom-practice&utm_medium=search&utm_campaign=site_search&search_term=retrival
	
	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback?utm_source=/education-evidence/guidance-reports/feedback&utm_medium=search&utm_campaign=site_searchh&search_term
		1 Improving Achievement
		2 Literacy

Joint PPA time to be used in each faculty to develop subject specific strategies to improve teaching and learning.	EEF indicates that supporting high quality teaching is pivotal in improving children's outcomes and that high quality teaching can narrow the disadvantage gap. (EEF. Effective professional Development)	*1 Improving Achievement* *2 Literacy*

Whole school focus on Literacy. Developing student literacy and extended written response in all subject areas as inline with recommendations in the EEF Improving Literacy in Secondary Schools. Reading strategy implemented and used across whole school	*Teenagers who read in their spare time know 26 per cent more words than those who never read, according to researchers at the Centre for Longitudinal Studies (CLS).* *Closing the reading gap- 'most things teachers do are important but teaching reading is essential' EEF Teaching and Learning Tool Kit.* *Acquiring disciplinary Literacy is Key for students as they learn new, complex concepts.*	*1 Improving Achievement* *2 Literacy*
Vision for disadvantaged students shared with all stakeholders. Data used to focus on disadvantaged pupils and identify actions using class charts and sims mark sheets Focus on Horsforth Quadrants to quickly identify interventions needed from data captures. This will providing timely strategies appropriate to effort and progress markers for individual students and their individual subjects.	Addressing Educational Advantage- it is vital that all staff understand who our Pupil Premium pupils are, how the school is addressing them, the evidence to support the approach, their role within it and what the impact looks like. Early interventions- Addressing Educations Disadvantage- Adopt a culture of early intervention using P360 spreadsheets.	*1 Improving Achievement* *2. Literacy* *3 Attendance* *4 Build Aspiration* *5 Behaviour & Attitude* *6 Parental* *Engagement*
Support pupils to develop learning strategies to improve revision and home- learning PP Targeted homework club initiative with targeted support	*Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.*	*1 Improving Achievement* *6 Parental Engagement*
To staff Y7 'transition' classes with teachers and LSAs	*Reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive. However, overall the evidence does not show particularly large or clear effects, until class size is reduced to under 20 or even below 15.. In some studies these benefits persist for a number of years (+3 months)*	*1 Improving Achievement* *2 Literacy* *3 Attendance* *5 Behaviour & Attitudes*
Ensure Early Career Teachers receive expert support in developing their behaviour management, pedagogy, curriculum, assessment and professional behaviours.	Managing workload and supporting the delivery of effective professional development are key to retaining great teachers.' The EEF's 'Effective Professional Development	

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

Budgeted cost: £115,531

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing capacity across the school used strategically for Pupil Premium Intervention. This capacity can be used to provide 1:1 and small group tuition, in-class support and team teaching, additional teaching groups, enhance feedback and enable academic mentoring support. Inclusive of PP, LAC, EAL. Catch up tutoring 1:1, small group and in class support. Pupil Premium mentoring focus on Pupil Premium with Tutors and Yr 12 in class Mentors. RAP group for year 11 & 10 White British Girls intervention Yr 11	*Individualised instruction can be an effective approach to increasing pupil attainment. Studies of Individualised instruction with older pupils of secondary age tend to show higher effects.* *https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition* *One to one tuition is where an individual pupil is removed from their class and given intensive tuition. Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching (+5 months)* *https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition* *https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring*	*1 Improving Achievement* *2 Attendance* *5 Behaviour & Attitude*
Promote effective literacy and numeracy through whole school strategies and individual support. Reading age screenings shared with all staff. Library Lessons with specialised English Teachers.	**Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. EEF research shows that the teaching of phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.**	*1 Improving Achievement* *2. Literacy* *6 Parental Engagement*
PIXL. Online platforms to support and coach to raise attainment. Focus on Horsforth Quadrants to quickly identify interventions needed from data captures. This will providing timely strategies appropriate to effort and progress markers for individual students and their	**PIXL has 3 aims which are:** 1. **Improve life chances and outcomes for young people** 2. **Influence school leadership** 3. **Help school leaders be the agents of change for the betterment of students.**	*1. Improving Achievement* *2. Literacy* *3 Attendance* *4 Build Aspiration* *5 Behaviour & Attitude* *6 Parental Engagement*

individual subjects.
Sharing of best practice.
Seneca Learning
Google Classroom

Team of Pupil Support Managers to support across the curriculum. Staff in addition for Re-route, PSC and Return to Learn provisions. G14 inclusion provisions	**These school provisions enable a safe space where students can regulate and re-engage with their learning. Students are supported on a 1:1 basis or in small groups. Staff linked to these provisions often are their trusted adult in school. . Targeted interventions and universal approaches have positive overall effects of +4 months. (EEF. Behaviour Interventions. 2021)**	*1. Improving Achievement* *2. Literacy* *3. Attendance* *4.Build Aspiration* *5.Behaviour & Attitude* *6.Parental Engagement*
Targeted interventions and mentoring through: Tutoring Programme City Year Paint me Red Factory International SAFE	**Intensive support- either one to one or part of a small group- can support pupil learning if provided in addition to, and explicitly linked with, normal lessons. (EEF, 2022)**	*1. Improving Achievement* *2. Literacy* *3. Attendance* *4. Aspirations* *5. Behaviour and Attitude* *6. Parental Engagement*

To support Pupil Premium Students to overcome any social, health or emotional barriers to accessing mainstream educational provision so that they can maximise their opportunity to learn and make progress in line with their non-Pupil Premium peers.	***Behaviour interventions seek to improve attainment by reducing challenging behaviour, including aggression, violence, bullying, substance abuse and general anti-social activities. Behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours. (+4 months)***	*1 Improving Achievement* *3 Attendance* *5 Behaviour & Attitude 6 Parental Engagement*
Uniform and financial support for the provision of curriculum supplies to enable students to ensure positive engagement in school life.	**EEF & Sutton Trust: Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. (+3 months)**	*1 Improving Achievement* *3 Attendance* *5 Behaviour & Attitude 6 Parental Engagement*

Subsidised school trips and experiential learning opportunities to ensure access to wider opportunities and extra- curricular activities.eg: Music Lessons	**To remove financial barriers to accessing normal school life and opportunities thereby improving students self-esteem, attendance and performance e.g. Travel Passes; Uniform support; Study resources ; Shoes** **Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.** **Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. (+3 months) EEF / Sutton Trust**	*1 Improving Achievement* *7 Attendance* *8 Build Aspiration & Positive Engagement* *9 Behaviour & Attitude 6 Parental Engagement*
Specialist pastoral & behavioural support through team of Pupil Support Managers	**Provision of pastoral care enables noneducational barriers to be identified and tackled and builds relationships between school and home. EEF states that evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.** **Behaviour interventions seek to improve attainment by reducing challenging behaviour, including aggression, violence,**	*1 Improving Achievement* *3 Attendance* *3 Build Aspiration & Positive Engagement* *5 Behaviour & Attitude 6 Parental Engagement*

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

Budgeted cost: £236,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Liaison Officer (FLO) employed to support with home visits, attendance surgeries, meetings and support for parents. *Active parents connect programme* *The Nurture programmes* *Community out reach- connect programmes for disengaged parents.* *Coffee mornings* *Young Carers School lead* *LPPA coordinator*	***There is a direct correlation between attendance and achievement. According to the EEF, the average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.*** ***https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement***	*1 Improving Achievement* *3 Attendance* *5 Behaviour & Attitude 6 Parental Engagement*

	bullying, substance abuse and general anti-social activities. Behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours. **(+4 months)**	
Specialist Re-Route & Inclusion facilities to provide a small nurture and supportive environment for students who are struggling to engage either due to MHWB / Behaviour / External Factors	**Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better.(+3 months)** **Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (+ 4 months).**	*1 Improving Achievement* *3 Attendance* *4 Build Aspiration & Positive Engagement* *5 Behaviour & Attitude*
Careers guidance and support to ensure all disadvantaged pupils are supported in making choices for future employment, education or training. Introduction of Unifrog to track engagement	**Anecdotal evidence over many years in school suggests that students who have a clear focus and have identified their next steps are more likely to be motivated and confident in their learning. Improved IAG can have a direct impact on motivation and attainment**	*1 Improving Achievement* *3 Attendance* *4 Build Aspiration & Positive Engagement* *5 Behaviour & Attitude*
Use of external providers to support with engagement, behaviour and mental health and wellbeing – for example 42nd street, City Years, Factory I, SAFE task force	**Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.** **Programmes which have a clear structure and expectations, provide training and support for mentors, and recruit mentors who are volunteers, are associated with more successful outcomes.**	*1 Improving Achievement* *3 Attendance* *4 Build Aspiration & Positive Engagement* *5 Behaviour & Attitude*

Total budgeted cost: £531,910

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.

End of Key Stage 4 Results Summary 2024

The overall progress measures for 2024 were much higher than last year however attainment values are broadly in line with previous years.

Progress 8 Measure

	2024 (cohort)	**2023 (cohort)**	**2019 (cohort)**
Whole Cohort	-0.01 (283)	-0.19 (299)	-0.05 (308)
PP	-0.28 (106)	- 1.00 (101)	-0.47 (108) (National -0.45)
PP, Male	-0.10 (53)	-1.16 (53)	-0.65 (63) (National -0.70)
PP Female	-0.48 (53)		
PP White British	-0.80 (38)	-1.88 (32)	-1.08 (34)
PP, Male, White British	-0.30 (19)	-2.12 (16)	-1.32 (16)
PP, Female, White British	-1.31 (19)	-1.64 (16)	

Attainment measures from 2022-2024

	2024	2023	2022 (National)
English	4.9	4.1	4.7 (4.2)
Maths	4.7	3.5	4.2 (3.6)
EBacc	4.6	3.1	4.0(3.5)
Other subjects	4.7	3.5	4.3 (3.8)

Progress 8 for Pupil Premium students increased significantly from 2023 (from-1.0 to -0.28, this is well above National). White PP Girls is an area we aim to improve, especially with their core outcomes in mind and this is reflected in this year's strategy statement. We continue to see a pattern with progress made based on primary school. Nationally and historically, SEND and Pupil Premium students obtain lower progress 8 than non-disadvantaged pupils, the trends we see are the same as reported nationally, nevertheless we would like to see these gaps continue to narrow. The year group was still impacted by Covid, and we recognised the challenges that students faced. We identified the need for extra intervention and support in line with and across our 6 areas of 'identified challenges to achievement' as set out in the strategy statement. Several targeted interventions to raise self-confidence and aspirations were coordinated throughout their Key Stage 4, such as, City Year, Safe mentoring, Tutor mentoring, RAP mentoring (Raising Aspirations of Pupils) and ongoing faculty led interventions, all of which were targeted towards what was best for the individual student and based on analysis of our screening data.

The RAP mentoring programme targeted 39% of the cohort who we identified as underperforming. A launch meeting between staff and students provided 1:1 discussion of the challenges they faced and provided an opportunity to set targets and agree further 'check in' meetings at various points to monitor progress against their agreed targets. Overall, 32% of students had a positive SPI and 72.5% of students were borderline. The RAP mentoring programme, was targeted and had good engagement from staff and students, we plan to initiate this earlier for increased impact with our current year 11 cohort following mocks in January and then for year 10 when the official GCSE exam season starts.

PP homework club on a Thursday has proven more successful for KS3 than KS4 in terms of consistency. For the academic year 2024-2025, a teacher referral system has been set up to correctly target students linked to performance in class, overall progress from screenings and as a targeted intervention for missed homework. Our PP coordinator will oversee and monitor the engagement of individual faculties in its use and the progress across students.

Tutor mentoring across all year groups continues to enable us to target academic interventions and address knowledge gaps with individualised instructions to improve confidence, attainment and overall progress. Our year 12 enrichment mentoring programme supported several students from our tutor mentoring whilst they were in class, this academic year we are formalising this as an aligned intervention to build aspirations and increase positive engagement in lessons for our PP students.

In addition to in class support and targeted interventions, PP students were supported with revision packs, exam guides, trips and visits and equipment in preparation for all exams. Our No Dip approached was applied across half term holidays to support continuous engagement whilst not face to face with staff. Our Quality First and Adaptive Teaching approach supported engagement in lessons.

City Year remains a valuable resource for our school and our PP students as our mentors combined have spent 1,964 hours providing curriculum support. Their support goes beyond the classroom, offering time during extra-curricular,1:1s, trips and visits and external workshops. Staff and Student voice is complementary of the impact the programme continues to have and is evidenced through each impact report that City Year produce; yr 11 student 'they keep me focused'. 80% of the year 11 students had attendance as a goal and this saw between a 30-40% increase across the two year 11 groups. Punctuality also improved considerably within this cohort. Mentors worked with students to improve engagement and learning behaviours, 60% of the year 11 cohort significantly reduced the number of negative incidents recorded. Average Attitude to Learning scores for this cohort increased from 2.6 to 2.8 in English and 2.7 to 2.9 in Maths.

Overall, our Literacy report indicates that in all year groups PP students perform below their non-PP counterparts on average, although it is pleasing that in Year 7 and Year 8 our PP students still score above the national average for all students. The data for Year 10 and Year 11 both suggest below average scores, with Year 11 significantly below. However, this data must be taken in the context of the Literacy Assessment Online test, which only scores students up to a reading age of 14-15 years. Therefore, with KS4 year groups, the test is used in school as a screening method for students whose reading is significantly below their peers and so may require additional support with reading, rather than as a fully accurate assessment of their reading ages. Our PP coordinator will work closely with our Literacy coordinator to create impact against the following actions:

- *Year 11 students still requiring phonics to be part of first cohort of intervention this year.*

- *Prioritise Year 9 for intervention from KS3 cohort. Focus in particular on PP students who as a cohort are weaker than any other in the year group.*

- *Liaise with PP coordinator to develop strategy to support wider reading and development for students in Year 9 in particular.*

- *Liaise with inclusion to consider how fluency project could be delivered during PDC time with identified Y9 students to support PP and SEN development.*

- *PP and SEN students to be focus for reading groups during library lessons in order to narrow gaps between cohorts.*

Our Lac/PLAC coordinator continues to work with1:1 Students within lessons offering in class support. This year 18 students have consistently received support cross KS3 and KS4 at various points in the year through planned interventions or as a series of short, sharp targeted interventions, identified through screening data and to support an increase in Attitude to learning, progress and completion of controlled assessments in year 11. Interventions in class have proven the most effective to increase performance and engagement in learning and this continues to be a focus for this intervention. Heads of Learning have taken any timetable changes for our PP cohort into consideration to ensure these interventions could continue or be paired up to be more effective.

Our Extracurricular offer is embedded as our mainstream offer for all our students at KS3 and KS4. A range of activities continues to be on offer for our students. Our PP strategy removes many of the cost implications for our students from food technology ingredients, art supplies, musical instruments to Trips and visits. Last year,2022-2023, our PP cohort accessing these opportunities represented 37.12% of the cohort. More recently, our 2023-2024 PP cohort represents 53.64% of regular attendees to extra-curricular. Our Extracurricular lead continues to monitor the engagement of our PP cohort and work alongside our PP coordinator creating links to and from programmes such as Tutor mentoring, RAP etc to create more opportunities for impact.

Parental engagement continues to offer a programme in support to parents of children who are finding it difficult to access or make progress at school. The Family Laison Officer (FLO) works to ensure the family is supported to enable their child makes progress as identified across the key challenges to progress within the

strategy statement.

Year Group	Number of families accessing support on average each term	No PP Families	Young Carers
7	3	2	0
8	7	6	1
9	13	13	2
10	7	5	1
11	13	8	3

Our New Family Liaison officer will continue to engage and run the initiatives on offer when the post begins in January 2025.

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
Paint Me Red	Paint Me Red
Factory International	Factory International
City Year Mentors	Manchester University
Gate Way Project	Manchester University