



# Pupil Premium Statement

**2023-24 Spend Review**  
**2024-25 Proposed Spending**

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year.

### School overview

Detail	Data
School name	St Bede's RC High School
Number of pupils in school	1048
Proportion (%) of pupil premium eligible pupils	20.32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 to 2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mr D. Milton (Headteacher)
Pupil premium lead	Mr A. Lloyd (Assistant Headteacher)
Governor / Trustee lead	Dr Gemma Wilson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£248,850.00
Recovery premium funding allocation this academic year	£17,388.00
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£266,238.00

## Statement of Intent

At St Bede's RC High School, we firmly believe that all pupils have an entitlement to achieve their potential whatever their circumstances. Our aim is to use pupil premium funding to help us to achieve and sustain positive outcomes for our disadvantaged students. As a school we will provide opportunities to break through barriers, increase resilience and place inclusivity at the heart of all we do. As the leadership of the school, we will ensure that all resources are effectively deployed to ensure that every child has an equal opportunity to succeed.

Our intention is that all students, irrespective of their background or the challenges they face, make good progress achieve high attainment across the curriculum and are prepared for life beyond school. The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal by addressing the immediate gaps across the curriculum through the implementation of effective strategies. We will consider the challenges faced by vulnerable students and focus on school attendance as we believe pupils need to be attending school regularly in order for any of the strategies to have any impact. Our Pupil Premium Plan aims to address all the main barriers our pupils face and through rigorous tracking, careful planning and regular evaluation, provide our pupils with the opportunity to achieve both academic and social competence.

As with every child in our care, a child who is in receipt of Pupil Premium Funding is valued, respected and entitled to develop to their full potential. At the heart of our approach our 3 key strands:

1. Quality first teaching which focus' on the needs of the individual learners and identifies where disadvantaged pupils may need greater levels of support.
2. A curriculum which is designed to provide opportunity and access so that disadvantaged pupils are expected and able to reach their full potential.
3. An enrichment programme and extra-curricular opportunities which are accessible to disadvantaged pupils which encourages the development of cultural capital, resilience and personal development.

We ultimately believe that there is a whole school responsibility for the high academic and non-academic outcomes of our disadvantaged pupils and that we work together effectively as a school community to aim to achieve these.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance and punctuality.</b></p> <p>Attendance data shows disadvantaged students are below that of non-disadvantaged students and therefore a barrier to learning. Disadvantaged pupils have reduced punctuality records and there is a disproportionate amount of our persistent absentees which inevitably causes disruption to learning and achievement.</p>
2	<p><b>Attainment outcome for Disadvantaged Pupils.</b></p> <p>Disadvantaged pupils enter St Bede's with generally lower attainment levels than their peers. Results at GCSE show an in-school gap between disadvantaged pupils and non-disadvantaged pupils.</p>
3	<p><b>Behaviour standards and expectations.</b></p> <p>Our internal behaviour data indicates that disadvantaged pupils are over represented in behaviour incidents, removals from lessons and internal and external suspensions.</p>
4	<p><b>Social and emotional issues.</b></p> <p>Our pastoral data shows that disadvantaged pupils have a higher prevalence of social and emotional issues compared to non-disadvantaged pupils. These pupils access a higher proportion of pastoral support both from internal and external providers.</p>
5	<p><b>Parental Engagement</b></p> <p>Our in-school data shows parents of disadvantaged pupils are less involved in supporting the school life of their child. This includes lack of parental dialogue, support and attendance to school events (e.g. celebration events, parent's evenings and pupil support sessions).</p>
6	<p><b>Increase participation in enrichment and extra-curricular activities for Disadvantaged Pupils to develop culture capital opportunities.</b></p> <p>A significant proportion of our disadvantaged pupils are reluctant/unable to participate in school visits, residential trips, intervention and voluntary clubs and activities that build cultural capital. Through observations and communication with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.</p>
7	<p><b>Equitable access to equipment and educational resources.</b></p> <p>Parental and pupil conversations highlight the need for additional support in the provision of equipment, uniform, educational materials and transport services. Many disadvantaged pupils also have limited access to technology, which can hinder disadvantaged pupils' and parents the ability to complete homework or engage with online learning platforms.</p>
8	<p><b>Literacy and numeracy levels</b></p> <p>Upon entry, a considerable number of disadvantaged pupils demonstrate lower levels of literacy and numeracy, which impacts their ability to access the full curriculum. This gap can persist and widen without targeted intervention.</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
<b>Addressing and improving attendance and punctuality of disadvantaged pupils.</b>	<ul style="list-style-type: none"> <li>Ensuring a sustained attendance rate for all pupils above national average whilst narrowing the gap between the attendance of disadvantaged and non-disadvantaged pupils.</li> <li>Reducing the number of disadvantaged pupils who have less than 90% attendance. An improvement in the attendance of 'hard to reach' persistent absentees.</li> <li>Improved punctuality rates for disadvantaged pupils.</li> </ul>
<b>Raised achievement for disadvantaged pupils across the curriculum at the end of KS4.</b>	<ul style="list-style-type: none"> <li>Increased P8 score for disadvantaged pupils. Reduced gap between outcomes for disadvantaged and non-disadvantaged.</li> <li>Reduction in the proportion of disadvantaged pupils who remain below expected performance.</li> <li>Increase the percentage of pupils achieving a grade 9-4 (including English and Maths), narrowing the gap with national averages for all pupils.</li> </ul>
<b>Reduce behavioural challenges and improve behaviour standards and expectations</b>	<ul style="list-style-type: none"> <li>Reduction in behavioural incidents and referrals from lessons by disadvantaged pupils.</li> <li>Reduction in suspensions by disadvantaged pupils.</li> <li>Improved attitude towards learning grades.</li> </ul>
<b>Provide provision of appropriate support for social and emotional issues for disadvantaged pupils.</b>	<ul style="list-style-type: none"> <li>Increase and sustain high levels of wellbeing. This will be evidenced through student voice, parent evidence and head of year monitoring.</li> <li>Reduction in referrals to external agencies for mental health issues due to effective in-school provision.</li> <li>Increased engagement with our enrichment and extra-curricular provision.</li> </ul>
<b>To encourage parental engagement</b>	<ul style="list-style-type: none"> <li>Improved attendance</li> <li>Improved progress</li> <li>Improved parental engagement through Parents' Evenings and other school events</li> </ul>
<b>Increased participation in enrichment and extra-curricular activities for disadvantaged pupils.</b>	<ul style="list-style-type: none"> <li>Monitoring of uptake by disadvantaged pupils in enrichment and extra-curricular activities will allow greater level of targeted support to those pupils who currently do not engage.</li> <li>Strategies to encourage participation.</li> <li>Wider range of extra-curricular activities.</li> </ul>
<b>Improved reading standards and</b>	<ul style="list-style-type: none"> <li>An improvement in the number of disadvantaged pupils reading at their expected chronological ages, reducing the</li> </ul>

<b>reading comprehension among disadvantaged pupils.</b>	<p>disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <ul style="list-style-type: none"> <li>• Specific pupils with additional reading needs receive the appropriate interventions and support.</li> <li>• Teachers use subject specific vocabulary more consistently across subjects. Pupils comfortable with subject specific vocabulary and meanings.</li> </ul>
<b>Ensuring equitable access to equipment and educational resources.</b>	<ul style="list-style-type: none"> <li>• Ensuring that all disadvantaged pupils have access to all items of equipment and resources which are considered necessary to provide full access to the curriculum.</li> <li>• Evidenced through pupil voice parental surveys and pastoral logs.</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: **£211,510.03**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Develop Quality Assurance Strategies to improve the amount of Quality First Teaching</b></p> <p>CPD opportunities for all staff:</p> <ul style="list-style-type: none"> <li>• National College</li> <li>• School-led</li> </ul>	<p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring that every teacher is supported in delivering high quality teaching is essential for achieving the best outcome for all pupils, particularly the most disadvantaged amongst them'</p> <p>EEF Toolkit: High Quality Teaching</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>1, 2, 3, 4, 5, 6, 8.</p>

<p><b>Additional teachers in English and maths to create smaller class sizes in KS4.</b></p> <p><b>Creation of additional tutoring opportunity in KS4 Prep groups.</b></p>	<p>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>2, 3, 8.</p>
<p><b>Recruitment, retention and professional development of high quality staff to ensure all pupils receive quality first teaching in the classroom.</b></p> <p><b>Maintain smaller class sizes lower ability groups.</b></p>	<p>The EEF School Improvement Guidance Document details that high quality teaching maximises learning. The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1, 2, 3, 4, 8.</p>
<p><b>Continued in school Alternative Curriculum Programme</b></p>	<p>Identified pupils who could be successful on vocational courses and adapting a curriculum that suits their ability and skill set.</p> <p><a href="https://www.suttontrust.com/wp-content/uploads/2021/10/Going-Further.pdf">https://www.suttontrust.com/wp-content/uploads/2021/10/Going-Further.pdf</a></p> <p><a href="https://www.nacro.org.uk/campaigns-policy-and-research/learn-without-limits/blog-the-16-19-disadvantage-gap-shows-where-targeted-support-is-needed/">https://www.nacro.org.uk/campaigns-policy-and-research/learn-without-limits/blog-the-16-19-disadvantage-gap-shows-where-targeted-support-is-needed/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://www.notgoingtouni.co.uk/blog/vocational-or-academic-which-better">https://www.notgoingtouni.co.uk/blog/vocational-or-academic-which-better</a></p>	<p>1, 2, 3, 4, 5, 7, 8.</p>
<p><b>Recruit additional pastoral support assistant</b></p>	<p>"Our biggest concern will be around identifying gaps in learning so schemes can respond to student need in a student-centred approach. These assessments allow us to do this, as and when our students are ready." Bernadette Kaye, Literacy &amp; Evidence Informed Project Lead, South Shore Academy</p>	<p>1, 3, 4, 5, 7.</p>

<p><b>Developing a whole school approach to reading and literacy. In addition to existing literacy interventions. Every subject area shall develop opportunities for Oracy in the curriculum.</b></p>	<p>Disciplinary literacy is a proven approach to improving literacy across the curriculum. Teachers in every subject become responsible for teaching students how to read, write and communicate effectively in their subjects. We know that there can be as much as a 27% gap in the vocabulary between pupils whose parents are in the lowest quintile for earnings vs those in the top quintile.</p> <p><a href="https://readingwise.com/">https://readingwise.com/</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a></p> <p><a href="https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/education-attainment-interventions-full.pdf">https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/education-attainment-interventions-full.pdf</a></p>	<p>2, 7, 8.</p>
<p><b>Literacy and Numeracy Coordinator to support who provide whole school cross curricular strategies to support reading and numeracy.</b></p>	<p>'Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support. All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects. School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches. EEF Improving Literacy guidance report (2019)</p>	<p>2, 7, 8.</p>



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

Budgeted cost: **£22,167.97**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>HLTA hours allocation to provide intervention and catch up sessions</b>	<p>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	2, 3, 4, 8.
<b>Reading across the curriculum. Whole school reading focus during registration (Prep). Curriculum focussed reading</b>	<p>‘The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.’</p> <p>EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://readingwise.com/">https://readingwise.com/</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a></p> <p><a href="https://www.theguardian.com/education/2016/oct/22/the-truth-about-boys-and-books-they-read-less-and-skip-pages">https://www.theguardian.com/education/2016/oct/22/the-truth-about-boys-and-books-they-read-less-and-skip-pages</a></p>	2, 8.
<b>Targeted intervention and school-led tutoring for disadvantaged pupils.</b>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 4, 8.

<p><b>To foster greater student engagement with out of lessons learning by providing personal study clubs, activities and support.</b></p>	<p>Personal Study (Homework) demerits are higher among disadvantaged learners than non-disadvantaged learners. Our disadvantaged learners have also requested personal study support in a quiet 2, 3, 4 6 space with access to computers, resources and support assistants. This “levels the academic playing field”</p> <p><a href="https://www.ucl.ac.uk/ioe/news/2017/sep/poorer-pupils-get-less-help-homework-better-peers-study-finds">https://www.ucl.ac.uk/ioe/news/2017/sep/poorer-pupils-get-less-help-homework-better-peers-study-finds</a></p>	<p>2, 6, 7.</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£32,560.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>One to One Careers Support to support disadvantaged pupils and ensure that aspirational pathways can be supported</b></p>	<p>Disadvantaged pupils are offered multiple opportunities to receive qualified independent careers advice. ‘Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves’ EEF Toolkit: Aspiration Interventions</p> <p><a href="https://educationendowmentfoundation.org.uk/news/million-pound-fund-to-find-out-how-best-to-boost-career-prospects-for-disad?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=neet">https://educationendowmentfoundation.org.uk/news/million-pound-fund-to-find-out-how-best-to-boost-career-prospects-for-disad?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=neet</a></p> <p><a href="https://www.notgoingtouni.co.uk/blog/vocational-or-academic-which-better">https://www.notgoingtouni.co.uk/blog/vocational-or-academic-which-better</a></p>	<p>2, 5, 6, 7.</p>
<p><b>To improve attendance through student incentives</b></p> <ul style="list-style-type: none"> <li>• Attendance outreach officer role/Home visits</li> <li>• Positive rewards and incentives</li> </ul>	<p>An initiative that helped to improve attendance in the previous academic year was to monitor a targeted group of disadvantaged students, who are persistent absentees, and offer competitive incentives in the form of vouchers for positive attendance over time. Embedding principles of good practice set out in DfE’s Improving School Attendance advice.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	<p>1, 2, 3, 4, 5.</p>

<ul style="list-style-type: none"> <li>Regular communication</li> </ul>		
<p><b>Alternative curriculum opportunities</b></p> <ul style="list-style-type: none"> <li><b>External Provision</b></li> </ul> <p><b>Alternative Curriculum within school</b></p>	<p>,School-level behaviour approaches are often related to improvements in attainment. Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions’ EEF</p> <p>Trial cohort through shows positive outcomes on both behaviour, attendance and results. Now have extended to both a year 10 and year 11 cohort.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/c2/c2d13e94-44cb-4f2f-af07-fb663049e5a4.pdf">https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/c2/c2d13e94-44cb-4f2f-af07-fb663049e5a4.pdf</a></p> <p><a href="https://www.notgoingtouni.co.uk/blog/vocational-or-academic-which-better">https://www.notgoingtouni.co.uk/blog/vocational-or-academic-which-better</a></p>	1, 2, 3, 4, 8.
<p><b>Increased contact with parents:</b></p> <ul style="list-style-type: none"> <li><b>In school family events – e.g uniform recycling, coffee morning.</b></li> <li><b>Parent revision session.</b></li> <li><b>Analysis of parents evening</b></li> <li><b>Creating positive experiences within school for pupils and families.</b></li> </ul>	<p>Internal data has shown a reduction in parental engagement since the pandemic. This includes parents’ evenings and behavioural support. This has specifically affected more DP pupils. By creating more positive experiences in school for parents and tracking engagement we are able to support and challenge families.</p> <p>‘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.’ EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1, 2, 3, 4, 5, 7.
<p><b>Recruit additional pastoral support</b></p>	<p>“Our biggest concern will be around identifying gaps in learning so schemes can respond to student need in a student-centred approach. These assessments allow us to do this, as and when our students are ready.”</p>	1, 3, 4, 5, 6, 7.

	Bernadette Kaye, Literacy & Evidence Informed Project Lead, South Shore Academy  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	
<b>Educational Visit funding</b>	‘Educational visits can be a powerful tool to increase student engagement and motivation. When students can directly experience a subject matter and see it in action, it provides real-world context and relevancy. Consequently, they are more likely to be interested in learning more.’ Educational Business UK  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationbusinessuk.net">Keep educational visits part of the curriculum   Education Business (educationbusinessuk.net)</a>	2, 4, 6, 7.
<b>Providing the essential resources for pupils for all aspects of school life</b>	‘Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils.’ EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=uniform</a>	2, 5, 6, 7.
<b>Outdoor Education (Sporting NRG)</b> <ul style="list-style-type: none"><li>• <b>Providing outdoor educational opportunities.</b></li></ul>	The findings have been released today by the Natural Connections Demonstration project, a 4-year initiative to help school children – particularly those from disadvantaged areas – experience the benefits of the natural environment by empowering teachers to use the outdoors to support everyday learning. Gov.uk  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=uniform">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.gov.uk">England’s largest outdoor learning project reveals children more motivated to learn when outside - GOV.UK (www.gov.uk)</a>	3, 4, 6, 7.
<b>Department budgets and staff leads for PP</b>	Each department has a PP lead and an appraisal target linked to the responsibility of managing a budget and ensuring their department provides appropriate support to	2, 3, 5, 8.

	<p>pupils in receipt of PP. This staff member leads on CPD within the department and whole school on PP developments.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p>	
<b>Revision sessions/tuition.</b>	<p>'Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.'</p> <p>EEF</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 7, 8.
<b>Contingency fund for acute issues.</b>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: 284,988**

## 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.

#### Overview:

The 2023-2024 academic year has been a period of significant development for our Pupil Premium students, with a range of interventions and strategies leading to some notable improvements in several key areas. While challenges remain, the progress achieved demonstrates the positive impact of our Pupil Premium activities. This report highlights the outcomes, strategies employed, and areas for further focus as we move into the 2024-2025 academic year.

#### Attainment 8:

The Attainment 8 score for Pupil Premium students in 2023-2024 was 33.76, just slightly below the national average of 34.5. While this is a small gap, it represents a positive trajectory, especially considering that the Attainment 8 gap has narrowed from 13.91 in the previous year to 13.29 this year. This improvement is a clear indication that the strategies in place are beginning to have an impact on raising the academic achievement of our Pupil Premium cohort. We are optimistic that, with continued focus, we will close this gap further in the upcoming year.

Analysis of the end of Year Attainment indicates that there remain gaps in attainment in English and Maths in all year groups, although this is narrowing further down the school. The most affected year groups are years 10 and 11, indicating the impact of the pandemic as indicated by their attendance statistics. Year 10 Observations and Tracking have shown that parental engagement is increasingly positive and we have seen the highest percentage of parents of disadvantaged students attending parents evening. Our pastoral care team continues to ensure that disadvantaged students are discussed regularly and that their individual pastoral challenges are prioritised through the core team meetings.

#### Progress 8:

Progress 8 remains an area that requires continued attention. Our Progress 8 score for Pupil Premium students in 2023-2024 was -0.92, which is below the national average of -0.57. It is important to note that these results include five students whose educational circumstances were outside the school's control, such as a Looked After Child who moved out of area, two students educated off-site due to medical reasons, and two others receiving off-site education for other reasons. While this has influenced the overall figure, we recognise that further targeted support is essential to improving the progress of our Pupil Premium students. We are committed to refining our interventions to drive greater progress in the future.

#### EBacc Average Point Score:

Our Pupil Premium students performed exceptionally well in the EBacc subjects, with an average point score of 3.12, surpassing the national average of 2.99. This is a strong indicator that our students are succeeding in a broad and academically challenging range of subjects. The uptake of EBacc subjects

has remained steady, and we have worked hard to ensure that our Pupil Premium students are encouraged and supported to excel in these areas. This success is a testament to the effectiveness of our curriculum strategy and support for high-achieving students.

### Attendance:

Attendance has been an area of focus throughout the year, and although there has been some improvement, it remains below the national average. The overall attendance rate for Pupil Premium students in 2023-2024 was 83.7%, compared to the national average of 85.4%. Several factors contributed to this, including medical issues and off-site education for a small number of students. However, we acknowledge the critical link between regular attendance and academic success. Our strategies to improve attendance, such as personalised mentoring and early intervention, have begun to show positive results, but we recognise that more needs to be done to ensure that Pupil Premium students benefit from consistent and sustained engagement with school life.

This follows trends from previous years and although the gap is closing it remains significant.

Attend officer

### Financial Support:

As the cost-of-living crisis continues, we have found that more families than ever have been asking for financial support for equipment, uniform and to subsidise the cost of educational excursions and schemes.

## Externally provided programmes

Programme	Provider
RSE – Sexual health and healthy relationship	Brooks
Addiction	Whysup
CEIAG – 1:1 career advice	New Directions
No more county Lines	Theatre's for school
No more Knives	The Message Trust
Outdoor education	NRG – Outdoor Education
Exam study skills	Exams made easy
Mental Health support	Lancashire Mental Health Team CAMHS Molly Warburton