

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Sandbach School
Number of pupils in school (11-16)	1,256
Proportion (%) of pupil premium eligible pupils	15.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	01/12/2022
Date on which it will be reviewed	01/12/2024
Statement authorised by	Sarah Burns
Pupil premium lead	George Smith
Governor / Trustee lead	Jane Cowell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,798
Recovery premium funding allocation this academic year	£45,264
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	£220,062

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers regardless of whether they are disadvantaged or not.

The strategy follows the tiered approach to PP spending as advocated by the EEF (June 2019). The tiers are: -

Teaching; High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. It is essential that we provide pupils with the knowledge and cultural capital they need to succeed in life, alongside raising aspirations, to tackle intergenerational unemployment and poverty.

Targeted academic support; using school resources to facilitate support for identified underperforming students

Wider Strategies; addressing the most significant academic barriers to successful educational outcomes e.g. attendance, cultural capital and behavioural, social and emotional support.

The key principles underpinning the strategy are those recommended by the EEF in that the strategies employed should be evidenced based, thoroughly evaluated and reviewed regularly to ensure effectiveness.

To ensure they are effective we will:

- Improve attendance of disadvantaged students.
- Act early to intervene at the point need is identified and ensure disadvantaged students are challenged in the work they are set.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge												
1	<p>A significant number of disadvantaged pupils, across all year groups (but notably in Year 7 and Y8) have lower reading comprehension than non-disadvantaged pupils; This is a barrier that inhibits these pupils making good progress and their ability to access texts within lessons and exam papers thus impacting their outcomes at KS4.</p> <p>A significant number of disadvantaged pupils, across all year groups (but notably in Year 7 and Y8) have lower reading comprehension than non-disadvantaged pupils.</p> <p>Reading KS2 scaled scores on entry to Year 7 indicate that the following percentage arrive below age related expectations (score of 100 in SATs) compared to their peers. Although narrowed, a gap remains at the end of KS3 and 4</p> <table border="1"> <thead> <tr> <th colspan="3">% of pupils with KS2 English SATs score under 100</th> </tr> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>47%</td> <td>14%</td> </tr> <tr> <td>Year 8</td> <td>40%</td> <td>15.8%</td> </tr> </tbody> </table> <p>Our internal testing shows that although narrowed a gap remains at the end of KS3 & 4</p> <p>This is a barrier that inhibits these pupils making good progress and their ability to access texts within lessons and exam papers thus impacting their outcomes at KS4.</p>	% of pupils with KS2 English SATs score under 100				PP	Non-PP	Year 7	47%	14%	Year 8	40%	15.8%
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2	<p>The KS4 maths attainment and progress of disadvantage students is generally lower than that of their peers (e.g. for leavers in 2023 this gap was 0.86, as measured by progress).</p> <p>Investigations indicate that a significant number of disadvantaged pupils arrive below the age expectations (score of 100 in SATs) compare to their peers. Investigations show that historically this difference in progress increases from KS3 to KS4 and has widened since school closures.</p> <table border="1"> <thead> <tr> <th colspan="3">% of pupils with KS2 English Maths score under 100</th> </tr> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>36%</td> <td>17.7%</td> </tr> <tr> <td>Year 8</td> <td>45%</td> <td>15.8%</td> </tr> </tbody> </table>	% of pupils with KS2 English Maths score under 100				PP	Non-PP	Year 7	36%	17.7%	Year 8	45%	15.8%
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3	<p>Attendance of disadvantaged students is historically lower than non-disadvantaged students. In 2022-23, attendance was 5% lower than for non-disadvantaged students</p> <table border="1" data-bbox="568 479 1206 672"> <thead> <tr> <th colspan="4">Attendance Rate</th> </tr> <tr> <th>Year</th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2021-22</td> <td>87.8%</td> <td>92.6%</td> <td>-4.8%</td> </tr> <tr> <td>2022-23</td> <td>89%</td> <td>94%</td> <td>-5%</td> </tr> </tbody> </table> <p>% Persistent Absenteeism for disadvantaged pupils in 2022-23 was 22.5% higher than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <table border="1" data-bbox="568 869 1230 1061"> <thead> <tr> <th colspan="4">Persistent Absenteeism</th> </tr> <tr> <th>Year</th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2021-22</td> <td>44.6%</td> <td>20.9%</td> <td>-23.7%</td> </tr> <tr> <td>2022-23</td> <td>36.3%</td> <td>13.8%</td> <td>-22.5%</td> </tr> </tbody> </table> <p>This reduces their school hours, evidence shows that absenteeism impacts on learning and has a negative impact on their progress.</p>	Attendance Rate				Year	PP	Non-PP	Gap	2021-22	87.8%	92.6%	-4.8%	2022-23	89%	94%	-5%	Persistent Absenteeism				Year	PP	Non-PP	Gap	2021-22	44.6%	20.9%	-23.7%	2022-23	36.3%	13.8%	-22.5%
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4	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths at both KS3 and KS4.</p>																																
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Referrals for support have markedly increased in recent years. 53 pupils (30 of whom are disadvantaged) currently require additional support with social and emotional needs, with 7 (4 of whom are disadvantaged) currently receiving school-based counselling. In response the school has set up its own triage team to assess and signpost appropriate resource both in school and with external agencies.</p>																																
6	<p>The KS4 English Literature and Language attainment and progress of disadvantage students is lower than that of their peers</p>																																

		Subject	PP	Non-PP	Gap
		English Literature	-1.90	-0.75	-1.15
		English Language	-1.78	-0.57	-1.21

Investigations indicate that a significant number of disadvantaged pupils arrive below the age expectations in English) compare to their peers. Investigations show that historically this difference in progress has widened since school closures.

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
Improvement in Y7 AR score and attainment in English Review Assessments	Disadvantaged students improve their AR reading score from the start of Year 7/8 to the end of the academic year. <ul style="list-style-type: none"> 90% of disadvantaged students will make at least Expected Progress in English Reviews. The gap between disadvantaged and non-disadvantaged cohort is significantly reduced from 2023-24.
Improved progress and attainment in KS4 maths for disadvantaged students.	Disadvantaged students improve their attainment in GCSE maths at KS4, significantly reducing the progress and attainment gap in the GCSE examinations from 2023-24.
Improved progress and attainment in KS4 English Literature and Language for disadvantaged students.	<ul style="list-style-type: none"> The gap between disadvantaged and non-disadvantaged cohort is significantly reduced from 2023-24.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023-24 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, The percentage of all pupils who are persistently absent being in line with the national average.
To ensure all significant Covid curriculum gaps have been addressed across the school.	Curriculum Leaders have reviewed curriculum POS and revised to ensure any gaps have been addressed and changes implemented ensuring all year groups have gaps addressed.
To increase cultural capital and close the knowledge gap between disadvantaged and non-disadvantaged through a knowledge-rich, connected	Internal monitoring and evaluation, alongside data, demonstrates that the subject knowledge of disadvantaged pupils is at the same level of non-disadvantaged pupils.

curriculum that addresses gaps and misconceptions.	
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2023-24 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy</p> <p>Prioritise 'disciplinary literacy' across the KS3 curriculum</p> <p>Provide targeted vocabulary instruction in every KS3 subject</p> <p>Develop KS3 students' ability to read complex academic texts</p> <p>Intervention delivered to the weakest readers. This will include the teaching of phonics for pupils struggling to decode.</p>	<p>Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <ul style="list-style-type: none"> • https://www.oup.com.cn/test/word-gap.pdf • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 <p>Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support.</p> <p>Acquiring subject-specific vocabulary is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools A report by the Sutton Trust in 2012 noted that there was a 19-month vocabulary gap between school starters from lower-income households and their more affluent peers.</p> <ul style="list-style-type: none"> • https://www.suttontrust.com/wp-content/uploads/2020/01/st-social-mobility-report.pdf <p>A report by Oxford Education for Oxford University Press states that it is likely that the COVID-19 pandemic has widened this gap further.</p> <p><small>https://fdslive.oup.com/www.oup.com/oxed/wordgap/Bridging_the_Word_Gap_at_Transition_2020.pdf?region=uk</small></p> <p>The EEF has</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support 	<p>1</p>

	<p>All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.</p> <p>EEF Toolkit suggests phonics approached can lead to an average of 5 additional months' progress respectively over the course of a year.</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy 	
<p>Maths</p> <p>Use assessment to build on pupils' existing knowledge and understanding</p> <p>Teach pupils strategies for solving problems.</p> <p>Enable pupils to develop a rich network of mathematical knowledge</p>	<p>Case studies show that embedding formative assessment helps students to make the equivalent of 2 months progress, with lower attaining students making greater progress.</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment <p>The EEF has also outlined the need for good assessment models in order to support with diagnosing barriers to success across the curriculum.</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium <p>EEF Maths guidance report</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 	2
<p>Curriculum Design</p> <p>The continual review of curriculum design in all subjects to ensure all learners, including disadvantaged pupils, are explicitly taught the knowledge and cultural capital that they need to succeed in life. Curriculum design will be quality assured through subject 'deep dives' and whole-school monitoring an</p>	<p>High quality teaching, which includes curriculum planning, is the most important lever schools have to improve pupil attainment: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</p> <p>Curriculum as a progression model: Developing a curriculum for progression so that pupil know and remember more considering types of knowledge to ensure appropriate sequencing. Ashbee, R (2021) Curriculum: Theory, Culture and the subject specialisms</p> <p>Ofsted research reviews which collate currently available research evidence. We have considered what the evidence tells us about a high-quality education in each subject and ensured that our curricula reflect this.</p> <p>https://www.gov.uk/government/collections/curriculum-research-reviews</p>	
<p>Social and Emotional Issues</p>	<p>Social and emotional learning interventions have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	5

<p>Review of the PSHCE POS to ensure social and emotional issues are addressed at appropriate points in the curriculum, providing support for the all students but particularly the Disadvantaged.</p>	<ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning <p>Social and emotional learning can play a central role in helping children to develop the skills for educational success and lifelong wellbeing. As well as supporting pupil re-engagement after school closures, SEL can contribute to reducing the long-standing attainment gap between disadvantaged children and their peers.</p> <ul style="list-style-type: none"> • https://epi.org.uk/publications-and-research/social-and-emotional-learning/ 	
<p>Supporting Underperforming Students</p> <p>Identify underperforming students across the disadvantaged cohort.</p> <p>Inform stakeholders about the underperformance and implement interventions.</p>	<p>Evidence shows that gaining a thorough knowledge of disadvantaged pupils' attainment levels and barriers to this across the curriculum is an important initial step in any plan to support disadvantaged students.</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium <p>Evidence on assessment and feedback from the Teaching and Learning Toolkit alongside the findings from recent EEF projects.</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback 	3

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement small group intervention program at both KS3 and KS4.</p>	<p>M Rowland (2021) states that schools should adopt evidence based small group/one-to-one tuition to address gaps in learning.</p>	<p>1 & 2</p>

	<p>Research from the EEF has shown that small group instruction and one to one tutoring are effective ways to improve attainment.</p> <p>Research shows that pupils participating in small group tuition make on average four additional months' progress, on average, over the course of a year.</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition <p>Small group interventions with highly qualified subject specialists are known to be effective. Research from the NFER states that teacher quality is important to pupils' learning and that it particularly benefits disadvantaged pupils</p> <ul style="list-style-type: none"> • https://www.suttontrust.com/news-opinion/all-news-opinion/improving-poor-teachers-transform-englands-education-performance-among-best-world/ 	
<p>Year 11 PP Hub - This programme supports targeted students who are underperforming.</p> <p>Year 11 PP Mentoring Programmes – this programme matches pupils with a staff mentor who meets with them on a weekly basis. All Year 11 PP Pupils are allocated a mentor.</p>	<p>Research from the EEF has shown that mentoring is an effective way to improve resilience and aspiration and has a 2 month impact on progress</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring 	1 & 2
<p>Careers program targets specific groups of students.</p>	<p>Aspirations are raised as students become aware of the positive impact of achieving good grades. Students have impartial and informative guidance about their next steps regarding life after KS4.</p> <ul style="list-style-type: none"> • https://www.goodcareerguidance.org.uk/ 	4 & 5
<p>School-led tutoring programme in place for pupils whose</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low</p>	1,2 & 3

<p>education has been most impacted by the pandemic.</p> <p>This programme supports targeted students who are underperforming and is offered as part of our Covid catch-up.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>We have targeted pupils who will benefit most from these intensive interventions.</p>	<p>attaining pupils or those falling behind, both one-to-one.</p> <p>M Rowland (2021) states that schools should adopt evidence based small group/one-to-one tuition to address gaps in learning.</p> <p>Research from the EEF has shown that small group instruction and one to one tutoring are effective ways to improve attainment.</p> <p>Small group interventions with highly qualified subject specialists are known to be effective. Research from the NFER states that teacher quality is important to pupils' learning and that it particularly benefits disadvantaged pupils.</p> <ul style="list-style-type: none"> • https://www.suttontrust.com/news-opinion/all-news-opinion/improving-poor-teachers-transform-englands-education-performance-among-best-world/ <p>The EEF Teacher Toolkit states that tutoring can have a positive impact on pupils' academic progress. The evidence suggests that, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress when compared to their peers who do not receive tuition. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs.</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase attendance rates for Pupil Premium pupils by following the principles of good practice set out in DfE's Improving School Attendance advice. From 2023 a dedicated external attendance officer tracking, supporting and intervening on pupils' attendance has been deployed 1 day per week in addition to the internal dedicated resources of the school.</p>	<p>The Department for Education (DfE) published research in 2016 which found that the higher the overall absence rate across Key Stage KS4, the lower the likely level of attainment at the end of KS4.</p> <p>DfE research (2012) on improving attendance at school found there is a clear link between poor attendance and lower academic achievement. Advice from the National Strategies (hosted on the National Archives) says that the links between attendance and achievement are strong.</p> <p>Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years.</p> <p>Poor attendance is linked to a variety of factors of which some are controllable challenges by school. Evidence from the NFER shows that attendance had the strongest links to Attainment 8 and Progress 8 outcomes at KS4.</p> <ul style="list-style-type: none"> • https://www.nfer.ac.uk/being-present-the-power-of-attendance-and-stability-for-disadvantaged-pupils/ 	<p>3</p>
<p>Cultural Aspirational Program</p>	<p>Cultural exposure broadens student aspirations and drives academic and personal development; including a variety of funded trips to cultural venues.</p> <p>Research shows that school focussing on cultural capital, both in and out of school, helps to support students facing socio-economic disadvantage Focussing on developing the individual beyond school leads to improved school outcome and the value of education.</p>	<p>5</p>

	<p>It has been shown in research by the Research Centre for Museums and Galleries (RCMG) at the University of Leicester that Museum trips have a direct positive impact on pupil's attainment. This research suggests that trips can also have the potential to increase pupil's attainment, closing the gap between the PP & Disadvantaged pupils and their peers. Alongside raising attainment, it would allow pupils to gain cultural capital, allowing them to expand their interests and aspirations.</p> <ul style="list-style-type: none"> • Research Centre for Museums and Galleries (RCMG): Inspiration, Identity, Learning: The Value of Museums 2003-2004 https://le.ac.uk/rcmg/research-archive/inspiration-identity-learning-1 • https://www.fitzmuseum.cam.ac.uk/sites/default/files/ELA%20summary.pdf <p>A New Direction has commissioned a series of case studies exploring how secondary schools are aligning their narrowing the gap strategy with providing opportunities for students to engage with arts and culture. This work suggests that supporting more economically disadvantaged pupils to engage with arts and culture has a positive impact this has on their lives, as well as supporting the narrowing the attainment gap alongside pupil's engagement with education and their self-worth.</p> <ul style="list-style-type: none"> • https://www.anewdirection.org.uk/research/pupil-premium-case-studies <p>Against the odds Achieving greater progress for secondary students facing socio-economic disadvantage – Social Mobility Commission</p>	
Extra-curricular program	<p>Engagement in all aspects of school life ensures students 'buy in' to all aspects of the student experience and hence drives academic progress.</p> <p>Sutton Trust research and recommendation: Schools should focus on ensuring a wider range of their pupils develop a broad array of non-academic skills, through both classroom strategies and extracurricular enrichment activities such as debating, cultural visits and volunteering. There should be a particular focus on increasing take-up by those from a disadvantaged background – Sutton Trust 'life Lessons' Report 2017.</p> <p>Research by the Faculty of Education at Cambridge University, shows that children who do more physical activity are likely to have stronger self-control which can in turn help their education. It found that overall, children who do more physical activity, had better control of</p>	5

	<p>their emotions - meaning fewer mood swings or emotional outbursts</p> <ul style="list-style-type: none"> • https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0250984 <p>The impact of physical activity was particularly strong among disadvantaged children, the research indicates.</p>	
<p>LIM behaviour management reporting to highlight all groups within the school</p> <p>Championing disadvantaged and vulnerable students. MIS (Bromcom) data used effectively to identify appropriate and swift interventions.</p>	<p>Improved student engagement in lessons leads to improved academic progress</p> <ul style="list-style-type: none"> • Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report November 2015 - DFE 	4
Uniform Bank	<p>A uniform bank is provided to support students who lack the full uniform. The majority of students that access this resource are PP students who may not be able to replace damaged or lost items of uniform.</p> <p>Addressing barriers to success in education that derive from a family's material poverty by removing financial barriers to engaging in activities will support their aspirations for adult life and thus will lead to a higher level of engagement with school. It removes the stigma of not having the correct uniform or having damaged uniform and helps raise pupil's self-worth.</p> <ul style="list-style-type: none"> • Research to understand successful approaches to supporting the most academically able disadvantaged pupils Research report November 2018 Stephen M.Cullen1 , Mairi-Ann Cullen1 , Siobhan Dytham2 , Nikita Hayden 	4 & 5
KS3 Breakfast Club		

Total budgeted cost: £200,000

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 2022 to 2023 academic year.

Overview

The outcome we aimed to achieve in our Pupil Premium Strategy by the end of 2022 to 2023 were not fully realised.

	2022-2023	2022
Progress 8 Non-PP	0.14	0.15
Progress 8 PP	-1.27	-1.45
Attainment 8 Non-PP	50.60	52.72
Attainment 8 PP	33.37	26.68
% English and Maths Grade 4+ Non-PP	71%	78%
% English and Maths Grade 4+ PP	38%	39%

- The percentage of students awarded a pass in English and Maths was lower for our disadvantaged students than for our non-disadvantaged students, demonstrating the continued necessity to deploy resources to middle and upper ability disadvantaged students in the core subjects to address this relative weakness.
- Targeted interventions for disadvantaged students across the curriculum in GCSE subjects were successfully implemented with some success (up to grade 4) but were not as successful at stretching the progress of students to the higher grades of 7-9. Differences were present in subject areas and need to be addressed in DIP.
- Small group work and personalised tutoring strategies was successfully launched by a variety of staff with disadvantaged students and will be further developed next year; evidence suggest these were successful particularly at addressing Literacy weaknesses in Y7 and Y8 students.
- The school encouraged disadvantaged students to engage in extracurricular activities promoting a positive attitude in students to their school life, music tuition is an excellent example of this in action.

- The school continue to support disadvantaged students to participate in curriculum-based trips and extra-curricular activities whenever possible and has successfully run the CAP Programme within Years 7-9. This programme has seen high levels of by-in and engagement from students and will be further developed into KS4.

Challenges

1. Improve reading comprehension among disadvantaged pupils across Key Stage 3.

Covid-related disruption has led to a learning loss in reading with our disadvantaged pupils having experience a disproportionate learning loss. Our data shows that the improvement of literacy in all subjects areas in line with recommendations in the EEF 'improving literacy in Secondary Schools guidance' had started to have a positive impact on reading comprehension. The gap between disadvantaged and non-disadvantaged pupils at the end of KS3 has narrowed from entry to secondary school. However current Year 7 and Year 8 SATs scores on entry to Year 7 indicate a higher percentage than ever arriving below age-related expectations in English (47%) compared to their non-disadvantaged peers (14%) so reading will remain a whole-school priority on 2023-34

2. Improved Maths attainment among disadvantaged pupils across KS4

Covid related disruption has caused learning loss in maths, with disadvantaged pupils having experienced disproportionate learning losses leading to. Through strategies including tutoring the difference in progress between PP students and Non-PP students was reduced from -1.42 to -0.85.

	2022-2023	2021-2022
Progress Non-PP	0.55	0.64
Progress PP	-0.30	-0.78
% Maths Grade 4+ Non PP	80%	87%
% Maths Grade 4+ PP	63%	45%
% Maths Grade 5+ Non-PP	66%	72%
% Maths Grade 5+ PP	46%	27%

The gap between disadvantaged & non-disadvantaged students has seen a significant reduced with the gap in progress between PP and non-PP students closing from -1.42 to -0.85. The number of PP Pupils gaining a pass in maths has also increased significantly to 63% and those obtaining a strong pass has risen to 46% however this is still

significantly below the percentage of non-PP Pupils achieving these levels so will remain a priority.

3. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Whilst attendance improved for both PP & non-PP Pupils due to the strategies put in place the gap in attendance increased by -0.2%

Attendance Rate			
Year	PP	Non-PP	Gap
2021-22	87.8%	92.6%	-4.8%
2022-23	89%	94%	-5%

The percentage of students persistently absence reduced significantly across all groups due to the strategies put in place and there was a closing of the gap for persistent absence between PP and non-PP Pupils of -1.2% however this gap remains significant and remains a priority.

Persistent Absenteeism			
Year	PP	Non-PP	Gap
2021-22	44.6%	20.9%	-23.7%
2022-23	36.3%	13.8%	-22.5%

4. To reduce the knowledge gaps between our disadvantaged and non-disadvantaged pupils resulting from partial school closures.

Targeted interventions for disadvantaged students across the curriculum in GCSE subjects were successfully implemented with some success (up to grade 4) but were not as successful at stretching the progress of students to the higher grades of 7-9. Differences were present in subject areas and need to be addressed in DIP.

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
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	