

# **Pupil Premium Strategy Statement**

## **Sandbach School**



**Prepared by:** Mark Sanders, Director of Inclusion

**Approved by:** Sarah Burns, Headteacher

A handwritten signature in black ink, enclosed within a rounded rectangular border. The signature appears to be 'SB' followed by a flourish.

**Date Approved:** November 2025

**Next Review Due:** November 2026

# Pupil premium strategy statement

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	Sandbach School
Number of pupils in school (11-16)	1,499
Proportion (%) of pupil premium eligible pupils	15.6%
Academic year/years that our current pupil premium strategy plan covers	2023-2024 2024-2025 2025-2026
Date this statement was published	01/12/2025
Date on which it will be reviewed	01/12/2026
Statement authorised by	Sarah Burns
Pupil premium lead	Mark Sanders
Governor / Trustee lead	Stuart Brotherston

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,500
Recovery premium funding allocation this academic year	£0
Pupil 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,,	£193,500

# 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 have a reading comprehension age that limits progress compared to 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><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><tr><td>Year 7</td><td>23%</td><td>17%</td></tr><tr><td>Year 8</td><td>47%</td><td>14%</td></tr></table> <p>Recent results show although the gap narrowed, a gap remains at the end of KS4</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	23%	17%	Year 8	47%	14%									
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Year 7	23%	17%																				
Year 8	47%	14%																				
2	<p>The KS4 maths attainment and progress of disadvantage students is generally lower than that of their peers</p> <p>A significant number of disadvantaged pupils arrive below the age expectations (score of 100 in SATs) compared to their peers. Historically this difference in progress increases from KS3 to KS4 and has widened since school closures.</p> <table><tr><th colspan="3">% of pupils with KS2 Maths score under 100</th></tr><tr><th></th><th>PP</th><th>Non-PP</th></tr><tr><td>Year 7</td><td>25%</td><td>11%</td></tr><tr><td>Year 8</td><td>36%</td><td>17.7%</td></tr></table>	% of pupils with KS2 Maths score under 100				PP	Non-PP	Year 7	25%	11%	Year 8	36%	17.7%									
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	PP	Non-PP																				
Year 7	25%	11%																				
Year 8	36%	17.7%																				
3	<p>Attendance of disadvantaged students is historically lower than non-disadvantaged students. In 2024-25, attendance was 8.2% lower than for non-disadvantaged students</p> <table><tr><th colspan="4">Attendance Rate</th></tr><tr><th>Year</th><th>PP</th><th>Non-PP</th><th>Gap</th></tr><tr><td>2022-23</td><td>89%</td><td>94%</td><td>-5%</td></tr><tr><td>2023-24</td><td>87.8%</td><td>92.9%</td><td>-5.1%</td></tr><tr><td>2024-25</td><td>85.7%</td><td>93.9%</td><td>-8.2%</td></tr></table> <p>% Persistent Absenteeism for disadvantaged pupils in 2024-25 was 25.7% higher than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p> <table><tr><th>Persistent Absenteeism</th></tr></table>	Attendance Rate				Year	PP	Non-PP	Gap	2022-23	89%	94%	-5%	2023-24	87.8%	92.9%	-5.1%	2024-25	85.7%	93.9%	-8.2%	Persistent Absenteeism
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		Year	PP	Non-PP	Gap
		2021-22	44.6%	20.9%	-23.7%
		2022-23	36.3%	13.8%	-22.5%
		2023-24	39.6%	21.5%	-18.1%
		2024-25	39.4%	13.7%	-25.7%
	This reduced attendance impacts on learning and has a negative impact on their progress.				
4	Internal behaviour and data on exclusion rates, wellbeing survey data and the numbers of teacher and pupil self-referrals, point to a rise in social and emotional issues for a significant minority of pupils, in particular around mental health issues of anxiety and low self esteem. These challenges particularly affect disadvantaged pupils and are having an impact on their levels of academic attainment.				
5	Data on homework completion rates across all year groups show that a small but significant number of pupils do not complete their homework regularly or in sufficient detail. This figure is disproportionately represented by those pupils from a disadvantaged background. Reflections from staff, pupils and families suggest that challenges of physical space, cognitive ability and independent study habits prevent them from completing work on a regular basis and to a high enough standard to actually improve their learning.				

## 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 attainment in English Review Assessments and GCSE outcomes	<p>Disadvantaged students improve their reading score (Bedrock) from the start of Year 7/8 to the end of the academic year.</p> <ul style="list-style-type: none"> <li>90% of disadvantaged students will make at least Expected Progress in English Reviews.</li> <li>The gap between disadvantaged and non-disadvantaged cohorts is significantly reduced from 2024-25.</li> </ul>
Improved progress and attainment in KS4 maths for disadvantaged students.	<ul style="list-style-type: none"> <li>90% of disadvantaged students will make at least Expected Progress in Maths Reviews.</li> <li>Disadvantaged students improve their attainment in GCSE maths at KS4, significantly reducing the progress and attainment gap in the GCSE examinations from 2024-25.</li> </ul>

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustain high attendance from 2024-25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no more than 3%</li> <li>The percentage of all pupils who are persistently absent being in line with the national average and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li> </ul>
To achieve and sustain improved engagement in lessons for our disadvantaged pupils.	<ul style="list-style-type: none"> <li>Improve the incidents of low-level disruption and internal and external exclusion of DA students to be in line with non-DA students.</li> </ul>
High levels of independent learning and self-regulation	<p>2025/26 evidence on independent learning to include:</p> <ul style="list-style-type: none"> <li>quantitative data on improved homework completion</li> <li>survey data highlighting improvements in pupils' study habits</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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Literacy</b></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>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"> <li>• <a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></li> </ul> <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"> <li>• <a href="https://www.suttontrust.com/wp-content/uploads/2020/01/st-social-mobility-report.pdf">https://www.suttontrust.com/wp-content/uploads/2020/01/st-social-mobility-report.pdf</a></li> </ul> <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><a href="https://fdslive.oup.com/www.oup.com/oxed/wordgap/Bridging_the_Word_Gap_at_Transition_2020.pdf?region=uk">https://fdslive.oup.com/www.oup.com/oxed/wordgap/Bridging_the_Word_Gap_at_Transition_2020.pdf?region=uk</a></p> <p>The EEF has</p> <ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</a></li> </ul>	1

	<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 approaches and reading comprehension strategies can lead to an average of 5 additional months' progress respectively over the course of a year.</p> <ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a></li> </ul> <p>Poor reading has been shown to impact on attendance, behaviour and poor mental health.</p> <p>'Closing the Reading Gap', Alex Quigley, 2020</p>	
<p><b>Maths</b></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"> <li>• <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</a></li> </ul> <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"> <li>• <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></li> </ul> <p>EEF Maths guidance report</p> <ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></li> </ul> <p><a href="https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p>	2,
<p><b>Curriculum Design</b></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.</p> <p>Curriculum design will be quality</p>	<p>High quality teaching, which includes curriculum planning, is the most important lever schools have to improve pupil attainment: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</a></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 curriculum reflect this.</p> <p><a href="https://www.gov.uk/government/collections/curriculum-research-reviews">https://www.gov.uk/government/collections/curriculum-research-reviews</a></p>	1, 2, 3

assured through subject 'deep dives' and whole-school monitoring.		
<b>Social and Emotional Issues</b>  Review of the PSHCE POS to ensure social and emotional issues are addressed at appropriate points in the curriculum, providing support for all students but particularly the Disadvantaged.	<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> <ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></li> </ul> <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"> <li>• <a href="https://epi.org.uk/publications-and-research/social-and-emotional-learning/">https://epi.org.uk/publications-and-research/social-and-emotional-learning/</a></li> </ul>	3
<b>Supporting Underperforming Students</b>  Identify underperforming students across the disadvantaged cohort.  Inform stakeholders about the underperformance and implement departmental interventions  Implement cross curricular support	<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"> <li>• <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></li> </ul> <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"> <li>• <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a></li> </ul>	1, 2, 3

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement small group intervention program at both KS3 and KS4.	<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>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"> <li><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></li> </ul> <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"> <li><a href="https://www.suttontrust.com/news-opinion/all-news-opinion/improving-poor-teachers-transform-englands-education-performance-among-best-world/">https://www.suttontrust.com/news-opinion/all-news-opinion/improving-poor-teachers-transform-englands-education-performance-among-best-world/</a></li> </ul>	1, 2, 3

Year 11 PP Mentoring Programmes – this programme matches pupils with a staff mentor who meets with them on a weekly basis. Year 11 PP Pupils are allocated a mentor.	<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"> <li><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></li> </ul> <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"> <li><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></li> </ul>	1, 2, 3, 4, 5
Careers program targets specific groups of students.	<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"> <li><a href="https://www.goodcareerguidance.org.uk/">https://www.goodcareerguidance.org.uk/</a></li> </ul>	3
School-led tutoring programme in place for English and Maths	<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>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"> <li><a href="https://www.suttontrust.com/news-opinion/all-news-opinion/improving-poor-teachers-transform-englands-education-performance-among-best-world/">https://www.suttontrust.com/news-opinion/all-news-opinion/improving-poor-teachers-transform-englands-education-performance-among-best-world/</a></li> </ul> <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</p>	1, 2, 3

	<p>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"> <li>• <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></li> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></li> </ul>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,875

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 and through a dedicated attendance officer tracking, supporting and intervening on pupils' attendance.</p>	<p>Good attendance is vital for pupils to gain the most from their school experience. It will improve their attainment, wellbeing and also their wider life chances.</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>The pupils with the highest attainment at the end of key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.</p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></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"> <li><a href="https://www.nfer.ac.uk/being-present-the-power-of-attendance-and-stability-for-disadvantaged-pupils/">https://www.nfer.ac.uk/being-present-the-power-of-attendance-and-stability-for-disadvantaged-pupils/</a></li> </ul> <p>Regular attendance is also an important factor protective factor for the most vulnerable pupils and allows for the best opportunity for need to be identified and support implemented.</p>	<p>1, 2, 3,</p>
<p>Cultural Aspirational Program.</p> <p>Offer a wide range of extracurricular activities to improve wellbeing,</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>1, 2, 3</p>

behaviour and aspiration.	<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 &amp; 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"> <li>• Research Centre for Museums and Galleries (RCMG): Inspiration, Identity, Learning: The Value of Museums 2003-2004 <a href="https://le.ac.uk/rcmg/research-archive/inspiration-identity-learning-1">https://le.ac.uk/rcmg/research-archive/inspiration-identity-learning-1</a></li> <li>• <a href="https://www.fitzmuseum.cam.ac.uk/sites/default/files/ELA%20summary.pdf">https://www.fitzmuseum.cam.ac.uk/sites/default/files/ELA%20summary.pdf</a></li> </ul> <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"> <li>• <a href="https://www.anewdirection.org.uk/research/pupil-premium-case-studies">https://www.anewdirection.org.uk/research/pupil-premium-case-studies</a></li> </ul> <p>Against the odds Achieving greater progress for secondary students facing socio-economic disadvantage – Social Mobility Commission</p> <p>Research has shown that arts participation is valuable in and of itself and can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	
<p>Extra-curricular program</p> <p>Offer a wide range of extracurricular activities to improve wellbeing, behaviour and aspiration.</p>	<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</p>	1, 2, 3

	<p>that overall, children who do more physical activity, had better control of their emotions - meaning fewer mood swings or emotional outbursts</p> <ul style="list-style-type: none"> <li>• <a href="https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0250984">https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0250984</a></li> </ul> <p>The impact of physical activity was particularly strong among disadvantaged children, the research indicates.</p> <p>There is a small positive impact of physical activity on academic attainment (+1 month). However, physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p>Research has shown that arts participation is valuable in and of itself and can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	
<p>HOY behaviour management reporting to highlight all groups within the school</p> <p>Championing disadvantaged and vulnerable students. 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"> <li>• Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report November 2015 - DFE</li> </ul>	1, 2, 3
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>	3

	<ul style="list-style-type: none"> <li>Research to understand successful approaches to supporting the most academically able disadvantaged pupils Research report November 2018 Stephen M.Cullen<sup>1</sup> , Mairi-Ann Cullen<sup>1</sup> , Siobhan Dytham<sup>2</sup> , Nikita Hayden</li> </ul>	
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**Total budgeted cost: £193,500**

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

### Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal assessments. The data demonstrated that whilst the gap between disadvantaged and non-disadvantaged pupils remains, the progress of disadvantaged pupils is rising.

Comparisons in recent years with national data demonstrates that on average our disadvantaged pupils are making significantly better progress (-0.07) than the overall national figure for disadvantaged pupils terms of the 2023 Progress 8 measure (-0.4). This is encouraging and provides a strong platform for continued development.

Whilst there is still much work to do to raise overall attainment and progress, 2024 results represents a significant achievement and provides a solid foundation for further progress.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that the attendance of disadvantage pupils remains an ongoing concern and a focus for the school.

## 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?	