

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	The Castle Rock School
Number of pupils in school	1130
Proportion (%) of pupil premium eligible pupils	25% / 270 KS3/ 4
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Roma Dhameja
Pupil premium lead	Danielle Clayfield
Governor / Trustee lead	Karl Goddard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 297,530
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£41,678
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	£ 339,208

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Our aim is to use pupil premium funding to support and help us provide a high quality of education in all aspects for the students in our school that are disadvantaged. We want to ensure that the relevant student's attainment is in line with that of students not classed as eligible for pupil premium nationally.

We also want to ensure that the student's experience is pupil centred, ensuring our provision aligns with their needs and their time in our school is positive and is comparable with those students in our school not eligible for pupil premium.

During this period, we will focus on the key barriers, bespoke barriers and challenges that prevent our disadvantaged students from succeeding academically and enduring a positive experience in their time in school. Our strategies will include fundamental wrap around care for all students eligible for PP ensuring they arrive equipped and ready to be in lessons in front of our teaching professionals as often as possible. Our approach academically will also include diagnostics assessments, monitored by staff at all levels to ensure our interventions are targeted specifically to the need of the student. To ensure the strategies are impactful we regularly monitor and adjust accordingly ensuring appropriate and purposeful individual challenge with high levels of expectations, targeted intervention and a whole school approach in which staff take responsibility for disadvantaged students' outcomes and holistic experience. Our expectation at The Castle Rock School is that all students including those that are disadvantaged have an accessible and challenging, knowledge rich and broad curriculum, which allows them to acquire and develop their academic ability and a number of personal characteristics, thus equipping them to pursue any future job or career path they so wish to.

Challenges

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

Challenge number	Detail of challenge
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1	There is a significant attendance gap between PP and non-PP students. A significant % of our PA students are PP.
2	To continue to work to close the attainment and progress gap between PP and Non-PP.
3	Analysis of behaviour data shows PP students disproportionately receiving a high number of behaviour points leading to more sanctions.
4	Provide parents with financial, pastoral and academic support to promote engagement with their child's education and progress.
5	Analysis of the curriculum and internal/ external support for careers in school, demonstrates that our students would benefit from increased exposure to careers advice and opportunities that would raise aspirations relating to future careers.
6	A number of our students have experienced less extra-curricular exposure in the form of trips, visits, clubs and academic intervention outside of school time.

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
1. Improve attendance of PP students so that it is in line with national average	PP attendance to be above national average In school attendance gap between PP and non-PP students to be reduced. The gap between PA PP students and non-disadvantaged is to be reduced in a positive direction. Students to be included and targeted with whole school/ bespoke attendance strategies at all levels of provision.
2. Average attainment and progress of PP to be in line with the national progress of non-PP students.	By the end of the current plan the progress score for PP students will be 0. The average attainment 8 grade will be in line with national.
3. Ensure all students demonstrate a positive attitude to learning and follow the school behaviour the policy.	The number of behaviour incidents and sanctions issued to PP is comparable to that of non-PP students.
4. Provide parents with financial, pastoral and academic support to promote engagement with their child's education and progress.	Positive parental voice on how well they feel supported by the PP team focussing on these three key areas.

<p>5. Raised aspirations for future education and success.</p>	<p>By the end of our current plan (2027) destination data demonstrates that disadvantaged students are just as likely to go on to study L3 qualifications as their non-disadvantaged peers. 0% NEETs.</p>
<p>6. Increase opportunities and exposure of students to extra-curricular activities including after school clubs/ trips and visits to deepen understanding of the curriculum and develop cultural capital. Ensure students access additional after school academic support where needed.</p>	<p>All disadvantaged students to access at least one club and trip on offer to their year group.</p> <p>Participation levels in extra curriculum / academic subject support to be monitored and intervention where necessary.</p>

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: £70,569

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Through CPD both internally and at a TRUST level, teachers are supported to embed Quality First Teaching strategies into their daily practise. Whole school CPD to focus on addressing teaching and learning priorities, supported by more bespoke CPD in the form of instructional coaching. The aim is to ensure that an effective teacher is in front of every class, and that every teacher is supported to keep improving. Staff are held accountable for their practise; Teacher Improvement Plans implemented where need arises.</p>	<p>High standard of teaching benefits all students including PP. EEF highlight the most valued resource is that of the teacher, teaching high quality lessons.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>Instructional coaching evidence base:</p> <p>https://samsims.education/2019/02/19/247/</p> <p>Evidence indicates that IC is one of the most effective forms of CPD.</p>	<p>2, 3</p>
<p>The PP Lead will work to ensure that PP students with needs are high on teacher's agenda; teachers to increase engagement and inclusion of PP students in all lessons through disproportionate targeted questioning, live feedback, checking for understanding, strategic seating plans and monitor and adapt their teaching accordingly.</p>	<p>High quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	<p>2</p>
<p>Implementation of Trust feedback policy to promote consistency within subjects and across the school. Students to receive regular and high-quality feedback with response time built into lessons to move learning forwards. Book standards and quality of feedback to be subject to regular quality assurance.</p>	<p>Quality and timely feedback is necessary to close learning gaps. Very high impact based on low cost and extensive evidence base.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	<p>2</p>
<p>Trust leads for PP to carryout x1 annual PP reviews to ensure that standards continue to raise at TCRS. Actions become embedded in the School Development Plan.</p>	<p>Evidence indicates that headteachers and governors often related the challenge and support offered to the school by the MAT directly to school improvement. They valued the challenge of the reviews led by either the central team or a team of peers.</p>	<p>2, 3, 4, 6</p>

	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/936251/Multi_academy_trusts_benefits_challenges_and_functions.pdf	
Consistent in faculty approach to the setting and monitoring of homework completion. Homework is set with the intention of reviewing, extending or preparing for the curriculum taught in lessons.	Homework can have a positive impact of 5+ months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2
PP passports generated following coaching conversations with the PPC. These are communicated with teachers to help them to address the needs of individual students.	Addressing educational disadvantage in schools and colleges: M Rowland 2021 Remove the PP label and focus on understanding the individual needs of PP students.	2
To embed metacognition knowledge and regulation approaches within teaching pedagogy to include an explicit focus on use of retrieval, spaced retrieval, and meta-cognitive teacher talk.	Use of The Learning Scientist strategies in lessons to make learning more accessible and long lasting to students. https://www.learningscientists.org/ Evidence (EEF) suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2
Behaviour for learning CPD embedded into the CPD programme. Staff are encouraged to hold high expectations, reinforce classroom routines (SLANT/ SHAPE/ STEPS) and build strong relationships with students across every subject and year group to foster a culture of 'being the best you can be' promoting the values of the school.	https://www.sec-ed.co.uk/content/best-practice/classroom-routines-the-habits-your-students-brains-crave/#:~:text=Behavioural%20foundations&text=Consistent%20and%20well%20Established%20routines,and%20participate%20actively%20in%20class. Consistent and well-established routines create a sense of predictability and security, helping students understand what is expected. Predictable routines also help children to manage their time effectively, enhancing their ability to focus on tasks and participate actively in class.	2
SLT and Subject Leaders to undertake regular work scrutinies to ensure that focus on challenge, expectation and progress of disadvantaged learners' books/folders are comparative to non-disadvantaged learners.	Evidence from marking scrutinies suggests that there is some discrepancy between expectations and progress of disadvantaged learners' books/folders in comparison to non- disadvantaged learners who have poor attendance. Strategies for catchup of missed work to be implemented	2

	across all subjects to ensure students have access to the resources to close gaps in their learning.	
Increase reading for pleasure opportunities in school; during tutor time KS3 students read 3x a week/ KS4 x2 days per week. All KS3 students have a weekly library lesson in English where they sit and read as modelled by their teacher. Reciprocal Reading and guided reading are strategies employed by class teachers.	Marc Rowland states - “the language gap is the disadvantaged gap”. Reading will build a student’s word power and their schemata of understanding. The aim is to develop pupils’ fluency, confidence and enjoyment in reading. Schools should foster reading for understanding, reading for information, reading for writing and reading for pleasure.	2

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

Budgeted cost: £ 67,506

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured interventions across the ability range</p> <p>As part of 1265, teachers directed to provide additional academic classes small group tuition afterschool – period 7. This is a targeted/ evidence-based intervention programme – targeting specific students with specific gaps.</p>	<p>Strong evidence suggests that the model of targeted academic support, through trained tutors working with small groups and individuals, can make several months’ difference to academic progress.</p> <p>https://www.gov.uk/government/publications/national-tutoring-programme-guidance-for-schools-academic-year-202324/national-tutoring-programme-guidance-for-schools-academic-year-202324</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	2

<p>All Key Stage 3 students to have updated NGRT. Students scoring under 85 (standardised score) to be further screened for intervention.</p> <p>Eligible students to be placed on correct programme of intervention.</p> <ul style="list-style-type: none"> • Y7: 'That Reading Thing'/ Direct Instruction, Mentor Reading • Y8/9: Fresh Start, Mentor Reading <p>Specific numeracy interventions:</p> <ul style="list-style-type: none"> • Direct instruction – Yr7 • Doodle maths – Yr 7,8,9 targeted students based on KS2 data, baseline testing and professional 	<p>As part of their tiered approach the EEF recommend that PP funding is used to targeted interventions to support language and literacy development.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/producton/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</p> <p>According to the Teaching and Learning Toolkit (EEF) The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading</p> <p>https://toe-by-toe.co.uk/wordpress/wp-content/uploads/2021/04/Toe-By-Toe-Academic-Research-Data-.pdf</p> <p>Evidence suggests that the more a child uses Doodle maths, the faster they progress.</p> <p>https://doodlelearning.com/impact</p> <p>DI internal impact data 2022/2023 = 38 months progress for English/ 24 months for maths.</p>	<p>2, 3</p>
<p>- The profile of careers is being raised across the curriculum within subjects. In addition, careers information is provided via career fairs and forms part of the PSHE curriculum. The PPC provides personalised support in researching suitable Post 16 destinations. All Yr 9 students experience work experience, as well as apprenticeship, application and interview workshops.</p>	<p>First-hand experiences of the world of work alongside independent and impartial career guidance, is important to give young people the type of insights, exposure and experiences that will help them succeed in the world of work</p> <p>https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match</p>	<p>2, 5</p>
<p>- Online small group tutoring delivered afterschool to provided targeted academic support. PP HAP/ MAP students targeted.</p>	<p>Strong evidence suggests that the model of targeted academic support, through trained tutors working with small groups and individuals, can make several months' difference to academic progress.</p>	<p>2</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://www.gov.uk/government/publications/national-tutoring-programme-guidance-for-schools-academic-year-202324/national-tutoring-programme-guidance-for-schools-academic-year-202324	
<ul style="list-style-type: none"> - Increase accuracy of data reporting to ensure that HoF and line managers have a realistic picture of current grade and most likely grade to inform students targeted for intervention. 	<p>The EEF including the Teaching and Learning Toolkit, put a heavy emphasis on the value of identifying pupils in need of additional support. This requires good diagnostic assessment, and the effective monitoring of pupil progress.</p> <p>https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better?utm_source=/news/measuring-up-helping-teachers-to-assess-better&utm_medium=search&utm_campaign=site_search&search_term=monitoring</p>	2
<ul style="list-style-type: none"> - 90 KS3 disadvantaged students prioritised for a Metacognition/ Study skills programme delivered by Loughborough University outreach. At KS4 students to follow a metacognition 'Exam bitesize' curriculum. This is designed to help students to understand how they learn best to ensure they can make effective decisions relating to independent learning. 	<p>Evidence suggests that developing our understanding of memory and how to balance cognitive load, and then applying this understanding in the classroom, has the potential to improve outcomes for all children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</p>	2
<ul style="list-style-type: none"> - Increasing reading for pleasure (Yr 7/ 8). Run book fayres to run at parents evening for Yr 7/ 8. PP students are given a book voucher to purchase a book of their choice. Reading workshop by author of sports books to be held to encourage PP boys into reading. 	<p>Marc Rowland states - "the language gap is the disadvantaged gap". Reading will build a student's word power and their schemata of understanding. The aim is to develop pupils' fluency, confidence and enjoyment in reading. This is to have an impact on literacy/ word gap.</p>	2
<ul style="list-style-type: none"> - A small number of students for whom full time education proves a challenge are given the opportunity to access a 6-week programme in 'Green Room' at specific times each week. Here students experience lessons in: outdoor learning, hair and beauty, cookery and woodwork. PP students are prioritised for this support and are overrepresented. - Some students access the Pioneers Centre full time which is an alternative provision to full 	<p>Many pupils with poor attendance and those excluded from school are the most disadvantaged. We know that school absenteeism (missed attendance as well as suspension and permanent exclusion) has the potential to impact pupils' attainment and the likelihood of them becoming involved with the youth justice system.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-</p>	3, 2

<p>time education. This is to avoid permanent exclusion. Students are considered on a case-by-case basis.</p>	<p>internal-alternative-provision-for-students-at-risk-of-persistent-absence-or-exclusion</p> <p>The quality of AP is a current concern of the DfE. The EEF are in the process of carrying out a meta-analysis of the impact of AP on disadvantaged children. The report is to be released August 2025.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 224,286

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Make effective use of two attendance and vulnerable family officers (Focus: disadvantaged students) who analyse attendance and run attendance clinics/ home visits where negative attendance patterns are forming. Officers to focus on the PA PP students.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance</p>	<p>1, 2</p>
<p>A Pupil Premium champion is employed to facilitate our pupil centred approach. Regular mentoring to take place with a focus on attendance, behaviour and academic progress; supporting students to remove any general and bespoke barriers they may face. A clear rewards system in place to promote positive choices. Improve communication and engagement with parents. Work in Liaison with HoY/ Pastoral mentors/ SEN to ensure there is a retained and holistic focus on PP students. Monitor spending of the allowance and intervene where students have not accessed the allowance.</p>	<p>Mentoring has a small positive impact on academic outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>1, 2, 3,4,5,6</p>
<p>One deputy headteacher and two pastoral assistant headteachers with an overarching focus on behaviour; with clearly defined specific responsibilities relating to alternative provision, suspensions, internal isolation, and rewards to ensure that a granular approach is taken.</p>	<p>Evidence suggests that learning is underpinned by good school behaviour strategies and systems.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&utm_medium=search&utm_campaign=site_search&search_term=behaviour</p>	<p>3</p>

<p>As part of the attendance strategy students will track their attendance weekly. The strategy includes use of whole school/ year/ tutor group/ individual attendance rewards to praise and motivate good attendance. Tutors to make contact with parents following 2 days of consecutive absence.</p>	<p>This document provides GOV guidance to schools and local authorities to support them to improve school attendance.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#principles-of-an-effective-whole-school-attendance-strategy</p>	<p>1,3</p>
<p>Implement allowance system to reduce/ remove financial barriers for parents/ carers. This is to include support with uniform, resources, educational trips.</p>	<p>PP funding can help tackle some of the barriers that stand in the way of eligible pupils' progress.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</p>	<p>4</p>
<p>Actively encourage a positive start to the day with free breakfast club for all years. PP students can access additional breakfast items for free.</p>	<p>There is evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning supporting behaviour and school attendance. Supporting resources: The EEF has independently evaluated the Magic Breakfast programme.</p> <p>https://educationendowmentfoundation.org.uk/news/first-uk-trial-on-the-impact-of-free-breakfasts-on-pupils-attainment</p>	<p>4</p>
<p>Libraries to be open from 8am and afterschool until 4.00pm for KS3/ 4 students. Revision materials to be easily accessible for KS4 students. In addition, books that support and extend thinking around the curriculum as well as a range of books to encourage reading for pleasure will be available.</p>	<p>Pupils who receive free school meals and do use their school library:</p> <p>Enjoy reading and writing more, read and write for pleasure in their free time more, have greater confidence in their reading and writing abilities and engage with a greater diversity of reading material and writing.</p> <p>Pupils on free school meals see a welcoming library as a safe haven.</p> <p>https://literacytrust.org.uk/research-services/research-reports/exploring-literacy-related-behaviours-and-feelings-pupils-eligible-free-school-meals-relation-their-use-and-access-school-libraries/</p>	<p>2</p>
<p>Students to have access to extracurricular opportunities and specialists on school site further developing their educational and cultural capital experiences. Music lessons to be paid in full for PP students.</p>	<p>Before and after school programmes with a clear structure and a strong link to the curriculum are clearly linked to academic benefits.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>6</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
Based on need students identified for Flourish and ELSA programmes in schools. PP students prioritised. Flourish is a small group intervention designed to teach students about resilience and well-being to ensure they can be the best version of themselves. ELSA is a 1:1 programme offering emotional development support to help them cope with life's challenges and find solutions to their problems.	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3, 2
To reduce PP behaviour consequences and potential escalation to suspension, SLT and the pastoral team have been redirected for early intervention. Students to be placed on Pastoral Support Programmes (PSP's).	<p>The EEF recognises that to improve challenging behaviour of students in school, the approach should be adapted to individual needs. Pastoral year heads ensure that students build supportive relationships with a member of school staff.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/producton/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1734443659</p>	3

Total budgeted cost: £ [366,361)

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.

1. Attendance gap between PP and Non-PP students has increased and is a concern.

- Attendance gap PP and non-PP students = 9.4% (2023-2024)
- PP attendance has decreased from 83.8% (2022-2023) to 81.5% (2023-2024)
- PP PA increased from 52.1% (2022-2023) to 59.9% (2023-2024)
- PA gap widened between PP and non-PP students – 27% (2023 -2024), 19.6% (2022-2023)
Gap increased by 7.4%.
- PP VS non-PP SA gap has increased from 9.1% (2022-2023) to 13.1% (2023-2024)

2. Progress and attainment gap between PP and Non-PP is significantly reduced

- May 2023 Ofsted inspection: The Quality of Teaching and Learning improved from inadequate to requires improvement
- Overall Progress 8 has improved from –0.80 (2022- 2023) to –0.34 (2023-2024) for all students. 0.43 of a grade improvement.
Progress 8 Gap between PP and non-PP – has improved from -0.59 (2022- 2023) to -0.49 (2023-2024).
- Overall Attainment 8 has improved form 3.85 (2022- 2023) to 4.14 (2023-2024)

3. Positive attitude to learning displayed and students following the behaviour policy

- May 2023 Ofsted inspection: Behaviour and culture judged as good, which has improved from an inadequate judgement.
In 2022/ 2023 PP accounted for 55% of behavior consequences in comparison to 2023/2024 – 28.2% which demonstrates a huge reduction.
PP students are more likely to be suspended in comparison to non-PP students. Suspension rate of PP remains stable at - 2022/2023 – 59.17% in comparison to 2023-2024 – 59.46%

4. Remove financial barriers to variety of aspects of students' educational experience.

- Students across all year groups were provided with a Chromebook if a need was identified.
- Allowance email sent out half termly to parents.
- Additional support with educational resources/ transport provided to PP based on identified need.
- All PP students have access to additional breakfast items. This started in the summer term 2023- 2024: 776 free breakfast items were accessed. So far, this academic year 2024-2025 Autumn term: 2497 free breakfast items have been accessed.

5. Raised aspirations for future education and success.

- 81.7 % of Year 11 PP had known destinations of further education/ training/ apprenticeships.
- 100% of PP students had careers guidance

- 100% of PP carried out either onsite/ virtual work experience
- PP students received 25% of rewards 2023-2024, which is proportional

6. Increase opportunities and exposure of students to extra-curricular activities/ academic support

- Full programme of extra-curricular activities available and communicated to students half term.
- Attendance to extra-curricular clubs is positively trending; 23% of PP students have accessed at least one extracurricular club this academic year.
- PP students represent 21% of students that attended trips and visits 2023-2024 which is proportional.
- Academic intervention has combined school led and tuition partners.

School led tuition was run in the form of targeted intervention for an extra hour per week across the subject range

Wave 1: 472 hours /81 hours PP = 17.1%

Wave 2: 607 hours / 115 hours PP = 18.9%

Wave 3: 253 hours / 40 hours PP = 15.8%

Mean average = 17.2%

If you compare PP students that attended intervention to PP students that did not attend, you can see a positive correlation for those that did attend at data snapshots throughout academic year.

Tuition partners: Targeted academic online small group tutoring. 150 students targeted across English, Maths, Science, History and Geography. 12-week programme.

942 hours of intervention accessed – 94 PP hours accessed = 10% hours accessed by PP students.

+0.36 average grade improvement for PP that attended vs PP non attendees when outcomes compared to trial grades.

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
School led tutoring	In house staff
Tuition partner	Purple Ruler

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?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.