

# 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 (2023-24) and the effect that last year's spending of pupil premium had within our school (2022-23).

## School overview

Detail	Data
School name	Bournemouth School
Number of pupils in school	1229 (9294 in Years 7-11)
Proportion (%) of pupil premium eligible pupils	7.4% (Years 7-11)
Academic year/years that our current pupil premium strategy plan covers	2022-2023 to 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Dr D Lewis, Headteacher
Pupil premium lead	Mrs R Issott, Assistant Headteacher
Governor lead	Ms D Skotnicki

**Funding overview<sup>1</sup>**

Detail	Amount
Pupil premium funding allocation this academic year	£ 62 650 <sup>2</sup>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 62 650</b>

**Part A: Pupil premium strategy plan****Statement of intent**

*“To enable all members of the School to achieve their full potential by the provision of appropriate high quality teaching, resources and training.”*

**Principles**

- The use of pupil premium funding is monitored and evaluated
- Eligibility for the pupil premium is never confused with low ability; the aim is to support disadvantaged pupils to achieve the highest levels
- Pupil progress is monitored closely, so that those who are underachieving, particularly in English and mathematics, are identified at the earliest opportunity and appropriate intervention initiated. We recognise that just aiming for pupils to reach 'age-related expectations' is often not aspirational enough, and so take a wider perspective on pupil achievement.
- Pupil premium funding is used to support the activities that have been shown to be most likely to have an impact on improving achievement
- We do not underestimate the importance of ensuring that all day-to-day teaching meets the pupils' needs; the pupil premium should not be used to fund interventions to compensate for teaching that is less good
- Achievement data is used frequently to check whether interventions or techniques are working and adjustments are made accordingly (rather than just using the data retrospectively to see if something has worked)
- We ensure that class teachers know which pupils are eligible for the pupil premium so they can take responsibility for accelerating those pupils' progress

<sup>1</sup> For academies, Education and Skills Funding Agency (ESFA) will allocate PPG to academies the following amounts:

- £1,035 per pupil for each Ever 6 FSM FTE and each eligible NRPF FTE pupil, in year groups 7 to 11, except where the pupil is allocated the LAC or post-LAC premium
- £2,410 per pupil for each post-LAC in year groups reception to year 11
- £335 for each pupil aged 4 and over in year groups reception to year 11, who is either Ever 6 service child FTE or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)

<sup>2</sup> Based upon 56 PP pupils, 14 service children (in years 7-11), and 1 LAC - £62,650

- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will allocate additional funding to support any pupil, or groups of pupils, after the school has legitimately identified them as being socially disadvantaged
- Additional funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of additional funding interventions at one time

When pupils enter Bournemouth School we ensure we know and understand the starting points for their academic progress. We gain valuable information from their primary schools and additionally we carry out baseline assessments (*CAT tests*).

A proportion of the Pupil Premium Funding is spent on ensuring that all pupils are making progress in the key skills needed to succeed at the school and ensure they are properly prepared for the next stage of their education. Throughout their time at Bournemouth School, we will intervene to support pupils who fall behind in the core skills. This will be done through activities such as small group interventions and one to one tuition.

For any pupils who enter the school with reading ages below their chronological age we deliver a personalised programme of “catch up” to help them improve on this vital skill. The catch up reading programme will be based on regular intensive small group sessions. Alongside this, we want to encourage pupils to read for pleasure. Ensuring that both young people have access to high quality stimulating reading materials is a priority.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has been 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. Additional staffing is made available to enable us to personalise the curriculum to the needs of individuals and to groups of learners. 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, particularly in EBacc subjects.

The monies received for Pupil Premium are clearly identified within the school’s budget, with its use monitored by the Governing Body. The use of the funding to address the needs of disadvantaged pupils is being monitored closely on a pupil-by-pupil basis. This facilitates modifying on an on-going basis how the monies are used to address the needs of individuals (for example, by commissioning additional support in a specific subject area for a pupil experiencing difficulties). The School uses the funding to enhance the whole pupil experience, and not simply to improve examination outcomes.

Our intention in 2023-2024 is that we use the full resources of the whole school to help pupils realise their potential:

- Where health allows, we want every child to be in school every day, experiencing high quality teaching in every classroom.
- Where absence is unavoidable, we want every child to access the full curriculum with no detrimental impact on their overall attainment.
- We want every adult in the school to help nurture our disadvantaged pupils so they achieve strong progress and can make the most of the opportunities available to them.
- We want our behaviour management to be robust, warm and responsive so that pupils experience clear and safe boundaries through compassionate practice.
- We want the parents and carers of our disadvantaged pupils to know that they are held in high regard by us; that their input is essential if their child is to thrive academically and that the school is on their side.
- We want to teach topics that are relevant and challenging, to help pupils reach high goals. We want to continually broaden their academic and cultural horizons. We want pupils to learn a wide range of subjects and we want them to understand how what they learn prepares them for a successful life.

- We want our classrooms and other teaching contexts to be truly inclusive, because every child is valuable to us, where teachers and other adults in the room know their pupils well and teach according to their learning needs.
- We want our pupils to be excellent readers, so they can be confident in their lessons and able to cope with lots of different texts in the future. We want all of them to discover that reading is a pleasure.
- We want to make sure that, where we can, we help fill gaps in the experiences of our pupils, so we design our lessons, our extra-curricular activities, trips and visits with our disadvantaged pupils in mind.
- We want to make sure that our disadvantaged pupils are very well supported so that they are ready and confident to take their next steps, into university, other further education, apprenticeships or work.
- We want our pupils to know that they belong at Bournemouth School as valued members of the community.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Many of our disadvantaged pupils take part very well in school and make excellent progress: they simply need financial support to enable them to make the most of our learning opportunities.

Challenge number	Detail of challenge
1	<p>The overall attainment of disadvantaged pupils is generally lower than that of their peers.</p> <p>Entrance test data would suggest that there is little difference in the ability profile of disadvantaged pupils compared to non-disadvantaged pupils. This, however, has not been the case when Key Stage 2 SATs outcomes have been analysed. Whilst few, if any, arrive at our school performing below age-related expectation, subsequent internal and external (where available) assessments show that this gap widens during pupils' time at our school.</p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils may have lower levels of reading comprehension than their peers. This potentially impacts their progress in all subjects.</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are confirmed by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in mathematics, English and modern foreign languages.</p>
4	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly mathematics and science.</p>

5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem. This is partly driven by concern about catching up lost learning and examinations/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Our attendance data over the last few years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.  A higher number of disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	Financial hardship presents a barrier to learning in multiple ways, including a reduced ability to buy uniform, equipment, trips and visits, which are necessary for curriculum access, with self-esteem and dignity an important factor in this.

### 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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	By the end of our current plan in 2024/25, 100% of disadvantaged pupils enter the English Baccalaureate (EBacc). In the last 3 years this figure was varied significantly due to the small cohort size.  2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> <li>• an average Attainment 8 score of &gt;70</li> <li>• an EBacc average point score &gt;7</li> </ul>
Improved reading comprehension among disadvantaged pupils in Years 7 and 8.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutinies.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.
To achieve and sustain improved well-being for all pupils, including those who are disadvantaged.	Sustained high levels of well-being from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations.</li> </ul>

	<ul style="list-style-type: none"> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained 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 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• the percentage of all pupils who are persistently absent being well below the national average and the figure among disadvantaged pupils being comparable to that of their peers.</li> </ul>
Pupils consistently access a broad and rich curriculum, which is broadened further wherever possible.	<p>Cohort variations are narrowed and progressively eradicated, with close attention paid to transition points, and within Music and MFL. Effective interventions in KS3 reduce the attainment gap after entry.</p> <p>Access to opportunities for enrichment and therapeutic/creative activities is retained for as long as possible within the main curriculum, and continued extracurricular throughout the school.</p>

## Activity planned for this academic year

This details how we intend to spend our pupil premium **this academic year (2023-2024)** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£4 250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuing the purchase of standardised diagnostic assessments.</p> <p>Training is provided for staff to ensure assessments are interpreted correctly (in-house).</p> <p>CAT4 will be used as an assessment of developed abilities in areas known to make a difference to learning and achievement – namely verbal, non-verbal, quantitative and spatial reasoning – to provide an analysis of potential pupil achievement.</p> <p><a href="https://www.gla-assessment.co.uk/assessments/secondary/transition-from-primary/cat4-for-secondary/">https://www.gla-assessment.co.uk/assessments/secondary/transition-from-primary/cat4-for-secondary/</a></p> <p>The analysis of the results of reading assessments will be used to identify strengths that can be further developed as well as areas that require improvement, allowing the creation of personalised reading intervention plans, if necessary.</p> <p><a href="https://www.gla-assessment.co.uk/assessments/products/new-group-reading-test-for-secondary/">https://www.gla-assessment.co.uk/assessments/products/new-group-reading-test-for-secondary/</a></p> <p>Annual budget £2 000</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p><a href="https://www.gla-assessment.co.uk/news-hub/blogs/back-to-school-supporting-children-with-reading-on-return-to-school/">https://www.gla-assessment.co.uk/news-hub/blogs/back-to-school-supporting-children-with-reading-on-return-to-school/</a></p>	1, 2, 3
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>It will first be rolled out in maths and science followed by other subjects.</p> <p>Use of EEF resources (no cost).</p> <p><i>This links explicitly to the School Improvement Plan</i></p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4

<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>Support will be provided for pupils in the library after school, and additional printed resources will be purchased across a range of subject areas.</p> <p>Additional resources: £2 250 per year</p>	<p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>A research study carried out by Education Policy Institute and Renaissance Learning found that in terms of reading losses, this was 1.9 months for secondary disadvantaged pupils and in the summer term 2021 this rose to 2.4 months.</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf</a> (<a href="#">oup.com.cn</a>)</p>	2
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£13 500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p> <p>Additional resources (purchase of suitable texts): £2 500 per year</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Providing a blend of tuition, mentoring and school-led tutoring for pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>and in small groups:</p>	1, 2, 3



<p>high attainers. The support may be offered by teachers or teaching assistants, and will focus upon English, mathematics and the sciences. The support will be given in timetabled lessons and in tutor time. £11 500 per year</p>	<p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
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### Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: **£44 500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Selective use of Pupils' Attitudes to School and Self (PASS) to monitor well-being</p> <p><a href="https://www.gf-assessment.co.uk/assessments/products/pass-for-secondary/">https://www.gf-assessment.co.uk/assessments/products/pass-for-secondary/</a></p> <p>Annual budget for PASS: £500</p> <p>Adoption of a cognitive behavioural therapy (CBT), other counselling and 1:1 mentoring for specific pupils who require support with regulating their behaviour and emotions.</p> <p>All disadvantaged pupils will receive mentoring from a member of the pastoral team at least once per half term.</p> <p>Annual counselling/mentoring budget: £10 000 (Tutors and Heads of Year)</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p><a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	<p>5</p>
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Phone calls and face-to-face contact will be made on a twice weekly basis with any pupil at risk of becoming persistently absent by an assigned member of support staff. Such contact will be documented.</p> <p>Staff will get training and release time to develop and implement new procedures.</p> <p>Annual budget: £6 000 (10 hours per week)</p>	<p>The DfE guidance suggests that family engagement with schools significantly reduces persistent absence levels.</p>	<p>6</p>
<p>Ensuring the availability of the <i>Individual Learning Centre</i> to ensure that vulnerable</p>	<p>Based on our experiences to date, this resource has been</p>	<p>1, 5</p>

<p>pupils have access to IT and other resources in lieu of timetabled lessons and additional support. The centre is available throughout the school day.</p> <p>Provision of homework clubs at lunchtime and after school</p> <p>Annual budget: £22 000</p>	<p>invaluable to securing both the well-being and academic progress of our vulnerable learners.</p>	
<p><i>Resources</i></p> <p>This element of the funding will ensure that disadvantaged pupils are able to purchase our uniform, and participate in the Duke of Edinburgh Award Scheme, the Combined Cadet Force, peripatetic music lessons, after-school sports coaching.</p> <p>Annual budget: £4 700</p>	<p>A review of our curriculum and wider requirements indicates a need to provide uniform, equipment and support for essential and enrichment curricular activities so that the whole cohort is on a level playing field.</p>	7
<p><i>Contingency fund for acute issues.</i></p> <p>Annual budget: £1 000</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £ 62 650**

## 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 - 23 academic year.

Over the course of the academic year 2022-23 the pupil premium has been used to:

- provide additional academic and pastoral support to accelerate progress and raise the achievement of eligible pupils
- improve outcomes for the pupils so that their achievement is closer to that of non-disadvantaged pupils
- ensure that eligible pupils have equal access to all the opportunities provided by the school

The school has continued to ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their learning and progress.

The Pupil Premium allocation for 2022-23 was **£65 277**

The EEF Sutton Trust Toolkit highlighted the importance of improving feedback to pupils, enhancing their metacognition and self-regulation, and of peer tutoring. Recent School Improvement Plan objectives have focused upon improving the quality of marking and feedback and promoting independent learning. Effecting these improvements will, of course, be of benefit to all pupils, not just those eligible for the Pupil Premium Grant. Our provision for disadvantaged pupils is underpinned by a system of mentoring. Mentoring has been provided through the pastoral system by Heads of Year and form tutors, and peer-to-peer mentoring groups.

When the views of pupils and parents have been sought from time to time. Pupils recognised the importance of receiving informative and constructive feedback, but also welcomed the use of additional funding to provide additional resources (textbooks and laptops). Parents additionally welcomed pupils being supported to access extra-curricular activities, such as trips and visits, the 'Combined Cadet Force, and the Duke of Edinburgh Award Scheme.

### **2023 Analysis of Outcomes**

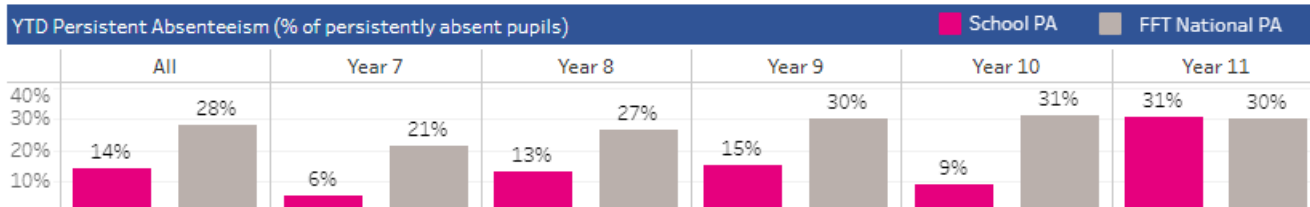
#### *Context*

The school was in the lowest 20% of all schools for the proportion of free school meals. The deprivation quartile showed us to be in the lowest 40%.

#### **Absence rates compared** *(all year groups)*

Overall absence (6.7%) was in the lowest 20% of all schools in 2021/22. Persistent absence (18.2%) was in the lowest 20% of all schools in 2021/22. It was also in the lowest 20% of schools with a similar level of deprivation. Rates for 2022/23 are broadly similar.

FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
FSM6	58	School	92.0%	94.0%	91.8%	94.9%	92.9%	86.1%
		FFT National	85.3%	88.7%	86.2%	84.2%	83.0%	82.9%
		Difference	+6.8% ●	+5.3% ●	+5.7% ●	+10.7% ●	+9.9% ●	+3.2% ●
Not FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
Not FSM6	815	School	94.6%	96.2%	95.1%	94.4%	95.2%	91.0%
		FFT National	92.6%	94.4%	93.1%	92.1%	91.7%	91.4%
		Difference	+2.0% ●	+1.8% ●	+2.0% ●	+2.3% ●	+3.5% ●	-0.4%



The absence rates for pupils in receipt of FSM are marginally higher than those of other pupils (though still below the national rates). Whilst it would be invalid to draw conclusions from this data, given the small sample size, these absence rates are monitored closely, with appropriate and timely intervention effected as necessary.

#### Exclusions in 2021-2022 (all year groups)

Exclusion rates have been historically very low compared to these national averages. Of the 20 pupils in the whole school with at least one suspension in 2021/22, 15% were suspended on more than one occasion and none received 10 or more suspensions during the year. Of the 24 total suspensions in the whole school in 2021/22, the following reasons each accounted for more than 10%: physical assault against a pupil (7), persistent disruptive behaviour (7), inappropriate use of social media or online technology (3). There were no permanent exclusions in the whole school in 2021/22. The national average for this year was 2. There were no permanent exclusions in the previous two years either.

#### Progress and Attainment Data (Years 7-11)

Year 11 outcomes are usually analysed using DfE performance tables, the Inspection Data Summary Report (IDSR) and *Fisher Family Trust* reports. Information relating to other year groups is obtained through our internal assessments and analysed using 4Matrix. Relevant data for 2022/23 GCSE outcomes is included in Appendix 1.

Of the 12 disadvantaged students sitting their GCSE examinations in 2022/23, all achieved at least a standard pass in English and mathematics, with only one failing to secure at least a good pass in both subjects. The overall progress figure (a P8 of -0.32) was disappointing, being particularly affected by the poor progress of 4 of the 11 students.

The disadvantaged students were entered for an average of 10.3 GCSEs; this is significantly above the number for non-disadvantaged locally and nationally. The average points score (APS) and EBacc APS achieved by this group was also above that achieved by non-disadvantaged students locally and nationally.

The comparator used for disadvantaged pupils is the national figure for other pupils (non-disadvantaged pupils). Using this measure, our disadvantaged pupils have performed well historically. The relatively small number of pupils in each year group considered to be disadvantaged, makes it difficult to draw conclusions

(the relatively low number of pupils that are disadvantaged means that the attainment or progress of one individual or more can skew the cohort's data significantly as is the case for 2021/22).

***Key factors monitored (across all year groups)***

- Absence and exclusion rates
- The curriculum followed by disadvantaged pupils (tailored to secure successful outcomes)
- The proportion of disadvantaged pupils making the expected, and more than expected, progress in English and mathematics in particular, but also in all subjects across the curriculum
- The effectiveness of intervention strategies for individual pupils

## Externally provided programmes

Programme	Provider
None	N/a

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pupils in receipt of Service Pupil Premium benefit in the same way as non-Service PP pupils. This supports friendships between service pupils. A dedicated member of staff is available to support service pupils with anxiety and loss when a family member is deployed.
What was the impact of that spending on service pupil premium eligible pupils?	Service children attended trips, visits and other educational experiences offered. Teachers observed improvements in friendships between service children through these trips and experiences.

<b>Pupil Premium Income and Expenditure 2022-2023</b>	
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<b>Pupil Premium Income 2022-2023</b>	<b>£65 277</b>
<b>Pupil Premium Expenditure 2022-2023</b>	
<b>Principal activities</b>	<b>Cost</b>
<b>Provision of Teaching Assistant Support at Lunchtimes and After School</b> To ensure that vulnerable pupils have access to IT and other resources to complete homework and independent study. The lunchtime club operates for 40 minutes each day throughout the academic year. The after school club operates for 1 hour and 40 minutes Monday - Thursday and for 1 hour on Friday in each week of the academic year.	<b>£8 690</b>
<b>Academic interventions and other specialist academic provision</b> , including small tuition groups so that vulnerable pupils have access to additional support when approaching their examinations. These may occur at lunchtimes, after school or in non-contact periods (for pupils who are taking fewer subjects than their peers).	<b>£6 300</b>
<b>Removal of financial barriers</b> including provision of lunch, uniform and travel costs and assurance of participation in careers activities and cultural/social capital experiences.	<b>£3 436</b>
<b>Availability of Individual Learning Centre</b> to ensure that vulnerable pupils have access to IT and other resources in lieu of timetabled lessons and additional support. The centre is available throughout the school day.	<b>£22 401</b>

<b>Provision of Additional 1:1 Mentoring with Pastoral Staff</b> To ensure that vulnerable pupils have access to appropriate and timely advice, guidance and support from their tutor and Head of House (in addition to the existing 1:1 mentoring provision for all pupils) and that peer-to-peer mentoring is arranged as required and monitored. Each pupil has an entitlement to two additional 30 minute mentoring sessions per term with their tutor and with their Head of Year	<b>£24 475</b>
<b>Total Expenditure</b>	<b>£65 302</b>
<b>Balance</b>	<b>-£25</b>

### Further information

#### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- **Developing appropriate monitoring documents for all students eligible for the pupil premium grant to document the support they receive and the progress being made.**
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The CCF and The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

#### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutinies, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

## Appendix 1

### Data for 2022-23

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
No. of pupils	12	3069	447564
P8 score & CI	-0.32 (-1.12 to 0.48)	0.35	0.17
A8 score	59	53.4	50.2
English & maths at grade 5+	92%	60%	52%
English & maths at grade 4+	100%	78%	73%
EBacc at grade 5+	42%	26%	20%
EBacc at grade 4+	42%	35%	28%
Entering EBacc	50%	46%	43%
EBacc Average Point Score (APS)	5.28	4.76	4.43
In education or employed for 2 terms after KS4 (2021 school leavers)	88%	96%	96%
Exam entries per pupil, all KS4 quals	10.3	8.5	8.2
Exam entries per pupil GCSEs	10.3	7.9	7.6

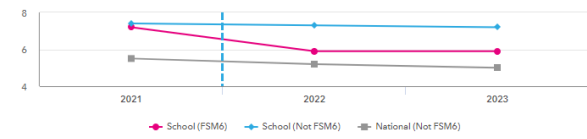
### Attainment & progress

Pupils		Attainment			Progress				
		Attainment 8 (Overall)			Progress 8 (Overall)				
	FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	
Summary	All Pupils	12	140	5.9	7.2	-1.3	-0.32	0.66	-0.98
Gender	Male	12	140	5.9	7.2	-1.3	-0.32	0.66	-0.98
DFE Prior Attainment	Higher attainers	9	102	5.8	7.5	-1.7	-0.88	0.59	-1.47
	Middle attainers	3	24	6.3	6.3	0	1.35	0.97	0.38
SEN Group	SEN Support	1	7	4.7	7.2	-2.5	-1.63	0.03	-1.66
	EHC Plan	-	2	-	6	-	-	0.27	-
	No SEN	11	131	6	7.2	-1.2	-0.21	0.7	-0.91
Ethnic Group	White	5	100	5.6	7.1	-1.5	-1.26	0.51	-1.77
	Not White	7	40	6.1	7.3	-1.2	0.34	1.02	-0.68



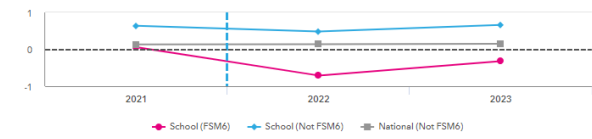
KS4 attainment for disadvantaged pupils 2023

Attainment 8 (Overall) ▾



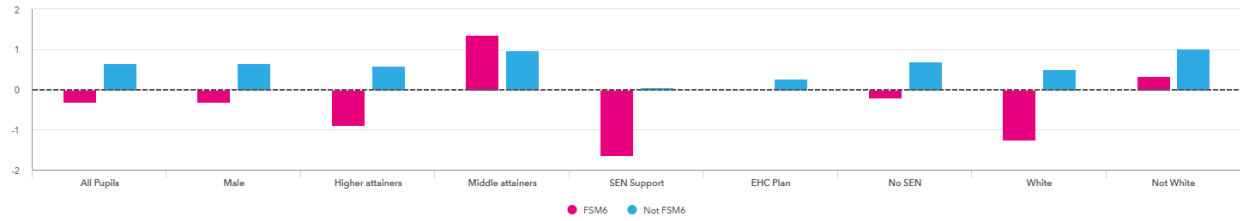
KS4 progress for disadvantaged pupils 2023

Progress 8 (Overall) ▾



Progress gap

Progress 8 (Overall) ▾



KS4 Pupil scatterplot 2023 152 pupils highlighted by Pupil Premium ▾

