

PUPIL PREMIUM PLAN AND IMPACT STATEMENT

SUMMARY INFORMATION							
School Name	King Alfred's Academy					Academic Years	2021-2024
Date of most recent PP review	Nov 2023			Date of next pupil premium review	Sept 2024		
Total number of pupils	1697	Total number of pupils eligible for PP	PP = 300 FSM = 250	Total pupil premium budget	£204,000 (last year's figure – pending information from finance)	Amount of PP received per pupil	£680 (last year's figure – pending information from finance)

STRATEGY STATEMENT

At King Alfred's Academy, our strategy embodies a commitment to educational excellence with a focus on equity, especially for our Pupil Premium (PP) students. Our philosophy is that all students, irrespective of their background, are entitled to an education that not only addresses academic needs but also fosters personal growth and readiness for future challenges.

We have a multifaceted approach that extends support to all students confronting educational barriers (not just pupil premium students). Central to this strategy is the enhancement of literacy and behavioral support as well as working towards preventing PP-eligible students from the risk of permanent exclusion.

These efforts underscore our commitment to fostering a supportive environment where every child can succeed. Intervention strategies lie at the heart of our initiative, ensuring that every student receives personalised support. This ranges from in-class support to extracurricular tutoring in core subjects, particularly at critical stages of their educational journey. Our pastoral team also play a pivotal role in delivering targeted activities that cater to individual needs, enhancing the scope and effectiveness of our academic support.

Professional development is another cornerstone of our approach. We invest in continuous, evidence-informed professional development for

our staff, enhancing their capability to deliver quality-first teaching. This commitment ensures that our team is adept at identifying and addressing the varied needs of our PP students, providing them with the best possible learning experience.

Beyond the classroom, we emphasise the importance of a well-rounded education. Our academic mentoring programme is complemented by initiatives focused on cultural enrichment and comprehensive careers guidance. Such opportunities are crucial in preparing students for the diverse pathways they may choose to follow.

Practical support systems, including breakfast clubs and financial assistance for essential academic needs, are also integral to our strategy. We recognise the impact of starting the day well-nourished on students' ability to engage and excel in their learning.

Our approach at King Alfred's Academy is not just about narrowing the attainment gap; it's about creating a nurturing educational environment. Here, resilience, independence, and preparedness for the future are cultivated alongside academic achievement. With a dedicated focus on the individual journeys of our students, our strategy is set to empower them to reach their full potential and embrace the opportunities ahead.

What has worked well?

The King Alfred's Academy's PP strategy achieved several positive outcomes over this last year. Below are some reflections on what has gone well:

1. **Cultural Enrichment:** Our focus on cultural enrichment has yielded positive outcomes, with a noticeable increase in the participation of Pupil Premium students in electives and the character award scheme, particularly at KS3. This demonstrates the success of our efforts to promote extracurricular activities and foster cultural capital among these students. The active involvement of our West Site pupil premium learning mentor in addressing administrative and communication barriers was a commendable contribution to this achievement.
2. **Improved Behavior and Engagement:** The shift in behavior expectations during terms 4, 5, and 6 has had a notable impact on the learning environment and the engagement of our PP students. Our decision to conduct CPD with staff to support this change was prudent, as it not only improved behaviour standards among PP students but also laid a solid foundation for the whole school's focus on this aspect in the 2023-24 academic year.
3. **Literacy Interventions:** Our Year 7 and 8 literacy interventions have proven to be highly effective in narrowing the reading gap between our PP and non-PP students. This success underscores the efficacy of our targeted interventions in addressing educational disparities and ensuring that all students receive the necessary support.
4. **Focus on tutor time:** The introduction of the Focus Five initiative in tutor time was well received and has demonstrated significant potential for impact regarding PP students' attendance. To further enhance its benefits for students, we intend to continue and embed

this initiative in the coming academic year, ensuring that it remains a valuable component of our support system.

5. **Focused academic tutoring at KS4 for Maths and English:** the further development of 1-2-1 tutoring for English and Maths in Years 10 and 11 has demonstrated significant impact, not only building the confidence and resilience levels of our PP students but also contributing to decreasing the gap between PP and non-PP outcomes particular regarding progress 8 and grade 4 (when compared to the pre-pandemic results of 2018-19).
6. **Practical Support:** Our commitment to providing practical support, including breakfast clubs and financial assistance for academic needs, reflects our dedication to addressing not only educational but also basic needs. This ensures that our students are well-prepared and capable of actively participating in their learning experiences, promoting a positive and inclusive educational environment.

What needs improving?

1. **Pupil Premium Literacy Levels:** We recognise that our Pupil Premium (PP) students' literacy levels continue to require improvement. It is imperative that we persist in developing targeted strategies and interventions to address this specific issue. Our ongoing efforts aim to ensure that PP students acquire the necessary literacy skills to excel in all subjects.
2. **Whole Cohort Attendance Focus:** We acknowledge the need for improvement in the overall cohort attendance, including PP students. We are actively implementing measures to boost attendance among all students, with a specific focus on PP students. This involves identifying and addressing the root causes of absenteeism (which will be done, in part, through the focus five strategy implemented in tutor time) and establishing close partnerships with parents and guardians to promote regular school attendance. Additionally, providing training and resources to tutors to effectively mentor and support these students will enhance the outcomes of this initiative.
3. **Supporting Parents:** While we are aware of the importance of home-school links for reading, we acknowledge that there is room for improvement in our efforts to support parents. We are committed to developing more effective communication and engagement strategies with parents to ensure their active involvement in their child's education, particularly in literacy-related activities.
4. **Shift Away from Academic Focus Five:** Moving away from the Focus Five strategy in lessons represents a significant shift in our approach to ensure that teachers focus and cater for all vulnerable learners in their class. We are closely monitoring the impact of this change to ensure that teachers continue to effectively support all vulnerable students in their classes. Our commitment remains to maintain a clear focus on students' needs and provide the necessary tools and support to ensure their success.
5. **Maintaining High Expectations and Engagement:** Emphasising the importance of maintaining high expectations and levels of engagement in lessons is the next crucial step for us. We are dedicated to providing ongoing training and support to our teachers to ensure they consistently check for understanding, address misconceptions, and effectively motivate all students, including those in the PP category. This extends to the support of the pastoral teams including the introduction of HOY who will monitor the behaviour of this group of students.
6. **Year 9-10 Academic Reading/Resourcing:** While we proposed regular academic reading sessions with a PP learning mentor for selected students in Year 9 and 10, we recognise the need to revisit this action due to current resource constraints. It is essential to ensure that

if implemented, this initiative is done consistently, and we must closely monitor the progress of these students to gauge the effectiveness of the intervention. Resource allocation will need to be addressed to fulfill this action effectively in the future.

ASSESSMENT INFORMATION					
END OF KS4	18/19	19/20	20/21	21/22	22/23
			PP vs whole cohort vs non-PP	PP (41 students) vs whole cohort (251 students) vs non-PP (210 students)	PP (37 students) vs. whole cohort (233 students) vs. non-PP (196 students)
% achieving 9-4 English and maths	29% (69%)	36% (73%)	63% (76.1%) (77.8%)	37% (70%) (77%)	32% (67%) (73%)
% achieving 9-4 in at least 1 English	47% (76%)	54% (83%)	72% (88.2%) (90.3%)	50% (79%) (86%)	54% (75%) (80%)
% achieving 9-4 in Maths	34% (74%)	41% (76%)	63% (77.9%) (79.8%)	50% (75%) (80%)	46% (75%) (80%)
Progress 8 score average	-0.74 (-0.10)	-0.47 (-0.06)		-0.79 (0.06 – whole cohort)	-0.41 (0.29 – whole cohort)
Attainment 8 score average	33.0 (50.4)	33.7 (50.9)	43.42 (53.57) (54.87)	32.55 (50.09 – whole cohort)	29.7 (46.6 – whole cohort)

BARRIERS TO FUTURE ATTAINMENT	
Academic Barriers: (issues addressed in school such as low levels of literacy/maths)	
A	Literacy skills upon entering Year 7 vary among students eligible for PP, with some lagging behind their peers. This discrepancy hinders their ability to make substantial progress throughout Key Stage 3 and beyond. Research indicates that, without appropriate intervention, only 1 in 10 students who struggle with reading upon entering secondary school will achieve 5 GCSEs, including English and Maths (EEF, Reading at the Transition, 2014). Enhancing students' reading proficiency is essential for unlocking their academic potential and holds significant empowerment in terms of their life opportunities.

B	Our attendance data from the past year indicates a significant gap in attendance between pupil premium and non-pupil premium students. The attendance rate for pupil premium students is still notably lower, with a higher rate of persistent absenteeism compared to their non-pupil premium counterparts.
---	--

INTENDED OUTCOMES	
Specific outcomes	
A	Students joining in Year 7 with SS reading scores of 85 or below make rapid progress as a result of tailored individual interventions. All pupils, especially those from disadvantaged backgrounds, benefit from expert class teaching where teachers have been trained to use strategies to improve decoding, fluency and comprehension. By 2024/25, no gap exists at the end of Year 8 between average reading levels of PP and non-PP students; effective interventions are in place for the handful of students who continue to struggle with reading in Years 9-11.
B	<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students. Sustained high attendance from 2024/25 demonstrated by:</p> <ol style="list-style-type: none"> 1. The overall absence rate for all pupils being no more than 7%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%. 2. The percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
C	<p>Improved attainment among pupil premium students across the curriculum at the end of KS4, with a focus on students gaining a grade 4 in English and Maths.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ol style="list-style-type: none"> 1. English grade 4+ 70%+ in line with FFT20 2. Maths grade 4+ 70%+ in line with FFT20 3. Positive progress 8 score 4. An average attainment 8 score of 45.50

PLANNED EXPENDITURE FOR CURRENT ACADEMIC YEAR

Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Consistent application of Teaching & Learning Strategies for CFU and Listening (Acute focus on vulnerable students)	High quality teaching and learning will allow all PP students to make progress in line with non-pp. The acute focus on vulnerable students will ensure no student is left behind.	<p>At King Alfred's Academy, we have a clear commitment to ensuring that all disadvantaged students make expected progress levels. Our strategy involves using formative data to identify the unique needs of each individual student, enabling teaching staff to intervene appropriately from Year 7. This shift in our approach represents a long-term commitment to ensuring that timely and precise intervention takes place.</p> <p>As part of our commitment to supporting vulnerable learners, students are consistently assessed for understanding, making them the focal point for feedback and questioning. The detailed and robust feedback students receive has been demonstrated to provide an additional six months of progress (source: Education Endowment Foundation).</p> <p>Our teaching staff prioritise lesson design and planning to ensure that all vulnerable learners, not just a selected few, receive clear and precise instructions. This includes offering individualised guidance and support for independent learning (source: Education Endowment Foundation).</p> <p>Under our Focus 5 strategy, our staff are dedicated to maintaining regular communication with parents, particularly when students are underperforming, and actively engaging with parents to celebrate their child's successes (source: Education Endowment Foundation).</p>	Progress of 'Vulnerable Groups' to be tracked at each data point and all staff to have performance management based on progress of these groups.	Heads of Faculty/ Heads of Key Stage	July 2024
CPD	High quality CPD which allows subject specialists to work effectively together to address the learning needs of vulnerable students	<p>Under our Focus 5 strategy, our staff are dedicated to maintaining regular communication with parents, particularly when students are underperforming, and actively engaging with parents to celebrate their child's successes (source: Education Endowment Foundation).</p>	Teaching and learning blueprint which is monitored through learning walks and book scrutiny which is fed back to the weekly leadership T & L meeting to be circulated around staff.	DHT I/C of Teaching and Learning	July 2024

	leading to longer term learning gains.				
Total budgeted cost					£0

Targeted Support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Y7-8 literacy catch-up	<p>Individual reading comprehension intervention for targeted Year 7 & Year 8 students.</p> <p>Support in accelerated reading classes</p> <p>Group reading and comprehension intervention for targeted Year 7 & Year 8</p>	<p>Literacy levels are key to addressing some of the main difficulties our pupil premium students face when trying to access a broad curriculum. We Star Test all pupil premium students four times a year at KS3 to ensure they are in the best place possible to be able to continue to access their curriculum in KS3 and KS4. Teaching staff are made aware of all pupil premium students SS & RA data after each Star Test and as part of our Focus 5 strategy, students are supported in ensuring their literacy and oracy skills continue to develop within the classroom.</p> <p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. 'https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies'</p>	<p>Star testing carried out 3 times annually to track progress of all Year 7-8 PP students.</p> <p>Literacy lead to meet with PP learning mentors to plan out the correct interventions for individual students.</p>	PP Lead + Literacy Coordinator	July 2024

	students	<p>Our literacy strategies continue into Year 9 and Year 10 ensuring all pupil premium students that are significantly below their RA continue to receive intervention in line with their subject specific reading. Students are Star tested three times a year and all teaching staff are aware of the improvements and support required for all pupil premium students.</p> <p>(https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies)</p>			
Y9-10 academic reading catch-up	<p>Selected PP students to have a regular 1-1 or 1-2 academic reading session with a PP learning mentor in order to support their progress in their chosen examination subjects.</p>	<p>Staff and volunteers have been trained in Reciprocal Reading comprehension strategies using before, during and after reading strategies. Intervention sessions are supervised by the Literacy Coordinator with additional training provided where needed.</p> <p>We have purchased a large supply of Badger non-fiction books for reluctant and struggling readers which offer enough language and content complexity to enrich students' reading experiences but are straightforward enough to ensure success given that students have support while reading.</p> <p>We have also purchased numerous Barrington Stoke and OUP Super Readable books to build reading confidence, and actively promote these with students who will benefit from them.</p> <p>For some students, we are using Dockside and Piper Books (decodable) or TRUGS phonics games cards to develop understanding of phonics.</p> <p>Year 9-10 students are focusing on developing comprehension strategies using a variety of short, engaging fiction and non-fiction complex texts in order to develop their ability to engage with academic texts at KS4.</p>	<p>Star testing carried out at KS4 for key students three times a year.</p> <p>Literacy Lead to meet with PP learning mentors to plan out the correct interventions for individual students.</p>	PP Lead + Literacy Coordinator	July 2024

Year 11 targeted maths tuition (as well as some year 10 ahead of their examination year)	Ensure Year 11 Pupil Premium eligible students are making required progress in maths.	<p>During Year 11 we select a key group of students that would benefit from additional maths tuition over a long period of time to support in securing a grade 4. Students are selected based on in-class assessment as well as class teachers' judgement of whether the intervention will have impact on their long-term progress. Where resource allows, key year 10 students will also be selected for this tuition.</p> <p>Evidence indicates that one-to-one tuition can be effective, delivering approximately five additional months' progress on average. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition</p> <p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition</p>	Three times a year Progress meeting to take place with key stage leads to track progress of intervention.	HOKS	July 2024
Year 11 targeted English tuition (as well as some year 10 ahead of their examination year)	Ensure Year 11 Pupil Premium eligible students are making required progress in English.	<p>During Year 11 we select a key group of students that would benefit from additional English tuition over a long period of time to support in securing a grade 4. This is based on in class assessment as well as class teachers' assessment of whether the intervention will have impact on their long-term progress. Where resource allows, key year 10 students will also be selected for this tuition.</p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition</p> <p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p>	Three times a year Progress meeting to take place with key stage leads to track progress of intervention.	HOKS	July 2024

		(https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition)			
Pastoral Hub	Targeted behaviour and curriculum support for appropriate students to ensure outstanding academic and social outcomes and to ensure negative behaviour does not impact on the teaching and learning of other students (Pupil Premium & non-Pupil Premium) within the Academy.	We have recognised that a substantial number of our pupil premium students are in need of additional pastoral support. Consequently, we have established a pastoral hub that spans both key stages. This pastoral hub serves as a valuable resource, aiding both pupil premium and non-pupil premium students in accessing their curriculum effectively. Moreover, it offers a more tailored curriculum for those students who require extra support. Research has demonstrated that, on average, behavior interventions can lead to moderate improvements in academic performance while also reducing problematic behaviors (source: Education Endowment Foundation).	<p>Progress to be reported three times a year which will be provided by staff and Heads of Faculty.</p> <p>Year 10 & 11 students - Tutors / Alternative provision staff to provide an on track yes/ no with learning path.</p> <p>PP Lead to review progress at each data drop and adjust individual intervention put in place.</p>	Head of Alternative Provision/ Hub Managers	July 2024

Tutor time focus on PP attendance (Focus Five)	Targeted intervention for 5 students in each tutor group (improve attendance)	We will move the Focus Five strategy into tutor time, which has been recently remodeled, to provide tutors with a sharp and unwavering focus on enhancing the attendance of five students within their tutor group. This commitment involves various actions, including but not limited to regular communication with their homes, providing support, and offering mentoring to these designated students.	Feed into the termly monitoring cycles	PP Lead and Assistant Headteacher i/c of Ethos and Engagement	Feb 2024
Year 11 academic mentoring 'First 11'	<p>To support 11 students most in need to ensure progress is made in line with non pp students across all GCSEs.</p> <p>Support in removing barriers to learning and progress.</p>	<p>After the term 2 mini mocks we select a group of 10/11 students that would benefit from some additional mentoring and support. This is based on learning and pastoral need and will involve fortnightly meetings, creating revision plans, building a relationship with families as well as communicating with the class teacher to offer additional in class support.</p> <p>As a result of mentoring some studies have found positive impacts for Students from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour: (https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mentoring)</p>	Progress check three times a year. Key members of staff to meet with students once a fortnight to set them targets, help them with revision and support concerns from student and teacher.	PP Lead	July 2024
Early careers advise in Year 9 for all PP students	Use the Roni and PP list to highlight those at most risk of NEET. Arrange initial one to one guidance sessions to gain the confidence of the student	To support students at the start of Year 9 and to help build aspiration for the long term we ensure all pupil premium students meet with our careers advisor. The first session will focus on getting to understand the young person's needs and gain an understanding of their interests and career ideas if they have them at this time. Introduce Unifrog to show students how to explore their personality and interests and how that has an impact on their career ideas. Encourage the use of the Competency and Activities tools to record and evidence the soft skills they already have.	Year 9 PP students will have at least 2 Career meetings to help raise knowledge and interest in further education and	Careers Advisor in liaison with the KS4 PP Lead.	July 2024

	in term 1/2	Follow up sessions around making students aware of the varied progression and FE options open to them post 16. Engaging in employer and FE events. Encouraging use of virtual opportunities to raise awareness of the world of work.	careers. Ensure all attend the careers fair to talk with FE, local businesses and Universities.		
Total budgeted cost					£170,000

Other Approaches/Wider Strategies					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Cultural enrichment	To ensure that Pupil Premium eligible students can have the same Academy opportunities and experiences as their non-eligible peers.	<p>In general, research on adventure learning interventions consistently demonstrates favorable effects on academic learning. On average, students who engage in adventure learning interventions achieve approximately four additional months' worth of progress. These findings highlight the significant academic benefits of adventure-based learning experiences.</p> <p>In addition to the academic advantages, it is essential to recognise that extracurricular clubs, including adventure-based activities, play a crucial role in shaping a well-rounded education. They offer opportunities for students to develop a wide range of skills, including teamwork, leadership, problem-solving, and communication. Moreover,</p>	<p>Trips Administrator will ensure the correct allocation of students are taking up the opportunities for students.</p> <p>PP Learning Mentors & Student Managers will</p>	Trips Administrator + PP lead	Feb 2024

		<p>participating in such activities can contribute to boosting students' self-confidence and overall well-being.</p> <p>However, it's important to acknowledge that some students may face barriers to involvement in extracurricular clubs, including logistical, financial, or motivational obstacles. To maximise the positive impact of adventure-based learning experiences, it is imperative to proactively identify and remove these barriers. Additionally, motivating and encouraging students to participate in these activities is key to ensuring that they reap the benefits of these valuable opportunities.</p> <p>(source: Education Endowment Foundation)</p>	actively encourage students to partake in trip, electives and music lessons.		
Scholars' Programme	To build aspiration towards students considering applying for university.	The Scholars' Programme is a widening participation programme that aims to give our students information about what it is like to study at university and to give them a challenging real-life experience of what it is like to study at University. The aim is to raise students' aspirations and self-belief, and to provide them with the knowledge and understanding to make an informed decision regarding university when they reach Year 12/13		Academic Enrichment Lead	September 2024
Morrisby Testing	To support students with their future career choices and help build aspiration towards further education.	A psychometric test, paid for for all Year 11 PP students, which will give a young person clear guidelines on their strengths and possible future higher educational choices and career paths. This is designed to raise aspirations and widen awareness (supported by Advia through their bursary scheme).	Ensure that the testing is organised in a timely fashion and the results are presented to students in a comprehensible manner.	Careers Advisor	September 2024

KS3 Breakfast Club (with a developing KS4 Breakfast Club)	<p>In order to support attendance and focus of pp students, All KS3 students can access a breakfast club each morning to touch base with a learning mentor that will support them in preparation for their day.</p>	<p>To support students in terms of attendance and to provide them with a positive start to the day, we host a daily breakfast club for Key Stage 3 students. This initiative not only allows students to begin their day with essential nourishment but also offers pastoral staff a valuable opportunity to address any potential issues before students enter their lessons.</p> <p>A more informal drop-in KS4 Breakfast Club is also now in development.</p> <p>As emphasised by research, having a nutritious breakfast is often something many of us take for granted as a positive start to the day. Studies have shown that it can make a significant difference in enhancing pupils' concentration and overall well-being (source: Education Endowment Foundation).</p>	<p>Termly meeting with key PP staff to ensure correct students are attending in line with their profiles</p>	<p>KS3 PP Learning mentors</p> <p>KS4 PP Learning mentors</p>	<p>September 2024</p>
Sixth form tutoring / mentoring	<p>Students will learn to work collaboratively with older students and further develop their knowledge and skills in key subject areas.</p>	<p>At the end of term 2 we select a number of our pupil premium cohort to work with a sixth former as either a mentor or a tutor. The students we target are those that have expressed an interest in attending the sixth form and therefore a key part of this strategy is to help them to build independence into their learning.</p> <p>Overall, the introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups.</p> <p>(https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/peer-tutoring)</p>	<p>DTT/in-class assessments to track progress of tutoring and inform correct content to be covered.</p>	<p>Head of KS4 Maths & English</p>	<p>September 2024</p>

Food and Nutrition ingredients	To ensure no financial barrier is in place for equipment and ingredients.	King Alfred's aims to remove any financial barrier towards a pupil premium student being able to access their curriculum. To ensure poverty proofing, ingredients are bought in advance for all students that are in receipt of free school meals.	Annually at the end of the academic year.	PP Lead + Heads of department in CARTs.	September 2024
Christmas hampers	To support Year 11 students with their revision, all PP students receive a 'Christmas hamper' with revision guides, stationary, a personalised card and some Christmas presents to ensure all PP students have a positive end to the first main term of Year 11 and have the resources they need to revise and prepare for exams.	By providing students with all the necessary revision materials at the start of the Christmas break we are giving them a significant amount of time to begin their revision journey. Year 11 students are given revision guides for all subjects as well as equipment to support their progress whilst working independently.	Annually at the end of the academic year	PP Lead	September 2024
Character Award Scheme	Ensure all PP students are able to access	The Character Award Scheme is a programme we have introduced to enable students to develop their character, Emphasising not only academic growth but also social	Termly review of Epraise and meeting with	PP Lead	September 2024

	the Character Award Scheme and secure 10 of the accolades	<p>development. To earn their Bronze, Silver, Gold, or Platinum awards, each student is required to attain 10 accolades. Our commitment extends to ensuring that our Pupil Premium (PP) students actively participate in this programme and have the opportunity to achieve their awards, which will be celebrated.</p> <p>We utilise data from Epraise to identify which students are and aren't participating in the programme. Subsequently, we engage the support of PP mentors, PP leads, Tutors, Student Managers and Heads of Year to follow up with students and encourage their active involvement in the Character Award Scheme. This approach ensures that all students, including PP students, benefit from the programme's character-building opportunities.</p>	PP mentor to see which students are participating. PP mentors, PP Lead, Tutors, Student Managers and Heads of Year to actively encourage students to engage.		
Total budgeted cost					£15,000

REVIEW OF EXPENDITURE FROM PREVIOUS ACADEMIC YEAR

PREVIOUS ACADEMIC YEAR				
Total Amount:				
Quality of teaching for all				
Action	Intended outcome	Impact	Evaluation	Cost
Implementation of an effective Focus 5 strategy to be embedded in all lessons across KS3 & KS4	Pupil premium students' attainment is the same as those that are not pupil premium across all subjects.	In the 2022/23 academic year, Year 11 outcomes demonstrate progress in closing the pupil premium gap with regards grade 4 in both English and Maths (when compared to 2018-19, pre-	The focus on disadvantaged students in lessons through the focus 5 strategy has made a positive impact on the long-term success of key pupil premium students.	£0

		<p>pandemic). These outcomes underscore our commitment to improving the academic achievements of all students, including those eligible for pupil premium support.</p>	<p>To enhance this impact, our approach is evolving to ensure that all teaching staff prioritise the needs of all pupil premium students in all lessons – rather than honing in on a key 5.</p> <p>To further strengthen the delivery of the PP strategy and continue improving, staff will receive ongoing professional development through regular CPD and inset sessions. This commitment aims to facilitate continued progress in narrowing the attainment gap and ensuring that all pupil premium students receive the support they need.</p>	
--	--	--	--	--

Targeted Support				
Action	Intended outcome	Impact	Evaluation	Cost
Implementation of the Pastoral Hub	To reduce the number of students receiving fixed term exclusions, to prevent permanent exclusions of pupil premium students and to ensure students with the highest behavioural needs are able to	Free school meals eligible student fixed term exclusions: 2022/23 – 198 (out of 501) 39% 2021/22 - 98 (out of 368 in total) 26% 2020/21 – 89 (out of 299 in total) 29% 2019/20 – 38 (out of 243 in total) 15% 2018/19 – 33 (out of 281 in total) 11% 2017/18 - 6 (out of 44 in total) 14% 2016/17 – 2 (out of 45 in total) 4.40% 2015/16 – 5 (out of 91 in total) 5.49%	Fixed term exclusions are significantly higher than in 2021/22. This is due to the schools continued drive towards improving behaviour across both key stages. Despite the increase in fixed term exclusions, there were no permanent exclusions of	£83,000

	progress through their educational journey.	2014/15 – 17 (out of 83 in total) 20.48% 2013/14 – 27 (out of 127 in total) 21.26%	pupil premium or free school meal students.	
1-2-1 Maths Tutoring	Improve GCSE Maths basics 9-4 for the PP cohort. Select a key group of PP students for long term 1-2-1 maths tuition.	Maths PP outcomes improved from 34% 9-4 in 2018/19 to 46% 9-4 in 2022/23. There was also a notable narrowing of the gap against non PP students.	As a result of the 1-2-1 tutoring we have seen significant improvements in our 9-4 outcomes. We will continue to develop our 1-2-1 Maths tutoring programme by also re-introducing the use of sixth form students to run 1-2-1 sessions as well as our PP Maths Learning Mentor to increase capacity.	£10,000
1-2-1 English Tutoring	Improve GCSE English basics 9-4 for the PP cohort. Select a key group of PP students for long term 1-2-1 maths tuition.	English PP outcomes improved from 47% 9-4 in 2018/19 to 54% 9-4 2022/23. There was also a notable narrowing of the gap against non PP students.	As a result of the 1-2-1 tutoring we have seen significant improvements in our 9-4 outcomes. We will continue to develop our 1-2-1 Maths tutoring programme by also re-introducing the use of sixth form students to run 1-2-1 sessions as well as our PP Maths Learning Mentor to increase capacity.	£10,000

Other Approaches/Wider Strategies				
Action	Intended outcome	Impact	Evaluation	Cost
Supplied catering ingredients to all students eligible for free school meals – Years 7-11.	To ensure that all students eligible for free school meals always participate in practical Catering & Hospitality lessons.	<p>Supplying ingredients has significantly improved the participation of pupil premium students in practical food and nutrition lessons.</p> <p>Last year, 57% of PP students who took the subject achieved grade 4 or higher in GCSE Food and Nutrition.</p>	Supplying ingredients has significantly improved the participation of Pupil Premium students in practical Food and Nutrition lessons. It has added significant work to the catering support team to ensure all ingredients are ordered and ready for each lesson. This balance needs to be addressed by the CART's faculty.	£600
Uniform/ Equipment/ Transport	To ensure that all practical barriers to learning are removed and that every pupil premium eligible student is attending school and in the classroom learning.	<p>Despite the removal of key barriers to learning through the provision of uniform, equipment and free transport where needed, attendance for our pupil premium students has increased from 82.88% in 2021/22 to 86.21% in 2022/23. We also saw a significant increase in the pupil premium gap in attendance against non pupil premium. In 2021/2022 we saw a gap of 8.95% whereas in 2022/23 the gap had decreased to 5.93%.</p>	This year improving attendance will be a key priority with key interventions planned to increase pupil premium attendance and support students in removing any barriers to attendance and learning.	£6,000
Scholars' Programme	We use the Scholars' Programme each year to	Each year, our students score higher than the national	This continues to be a worthwhile investment and	£3,000

	<p>support the widening participation of disadvantaged students considering applying for university.</p> <p>The aim is to raise students' aspirations and self-belief, and to provide them with the knowledge and understanding to make an informed decision regarding university when they reach Year 12/13.</p>	<p>average, but better still, every student has completed the programme in full, despite some real difficulties for some of our students.</p>	<p>supports particularly our higher attaining PP students. We will continue using the scholars' programme as we are certain this will further improve the aspirations of our young people.</p>	
--	---	---	--	--