

# Pupil premium strategy statement – Featherstone High School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1775
Proportion (%) of pupil premium eligible pupils	531 (29.9%)
Academic year/years that our current pupil premium strategy plan covers	2022 → 2025
Date this statement was published	20 <sup>th</sup> December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Nathan Walters
Pupil premium lead	Kamal Thacker
Governor / Trustee lead	Umesh Sharma

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£482,725 (April 24 → March 25)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£482,725</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Featherstone High School it is our intention to ensure that all our pupils, whether or not they are from disadvantaged backgrounds ultimately attain the best possible outcomes for the 8 qualifications across the broad curriculum for which they are entered at age 16.

We have a proud history of making very good progress in supporting our disadvantaged cohort (including the high attainers) in closing the gap in achievement. In the last year of normal examinations prior to the COVID pandemic in 2019 the average attainment 8 for the 32% that were disadvantaged was 5.246 (with a progress 8 score of 0.99) compared to 5.304 for other pupils (with a progress 8 score of 0.95). The overall attainment 8 for disadvantaged pupils was in the highest 20% of all schools in 2019, 2018 and 2017. In 2020 the average attainment 8 for the disadvantaged cohort was 5.324 (compared to 5.536) and in 2021 the average attainment 8 for the disadvantaged cohort was 4.937 (compared to 5.539) illustrating a gap opening up as a result of the pandemic. Soft anecdotal evidence confirms vulnerable cohorts such as the disadvantaged being disproportionately impacted by the pandemic.

The school's ultimate objective remains to close the attainment / progress gap that had opened up between the disadvantaged and non -disadvantaged during the pandemic years 2020 and 2021.

Exam year	cohort Disadvantaged	cohort non Disadvantaged	% Disadvantaged	A8 Disadvantaged	A8 non Disadvantaged	Difference in A8	P8 Disadvantaged	P8 Non-Disadvantaged	Difference in P8
2017	100	136	42%	5.2	5.2	0	0.77	0.9	-0.13
2018	98	134	42%	5	5.3	-0.3	0.48	0.96	-0.48
2019	78	163	32%	5.2	5.3	-0.1	0.99	0.95	+0.04
2020	85	151	36%	5.3	5.5	-0.2	0.47	0.86	-0.39
2021	52	211	20%	4.9	5.5	-0.6	0.12	0.74	-0.62
2022	81	178	31%	5.5	5.5	0	1.05	1.15	-0.1
2023	68	200	25%	5.0	5.1	-0.1	0.74	0.88	-0.14
2024	75	198	28%	4.84	5.2	-0.36	0.38	0.69	-0.31

While the principal focus of our strategy remains to support the disadvantaged cohort we will support all vulnerable students including those supported by social services and Looked After Children. Clearly, high quality whole class teaching equally benefits those who are not disadvantaged.

Our long- term recovery strategy uses the diagnosis, therapy and testing approach so that targeted support can be provided, for example, through additional provision timetabled after the school day for the pupils with the widest gaps in their learning. This support is made available to all pupils including non-disadvantaged pupils who have fallen behind as it is based on identified individual needs. Beginning this year with Year 11, after school “catch up” has been introduced to support pupils with absences with gaps in their sequences of learning.

To refine and improve our approach, we will maintain a relentless whole school focus on everyone working together to meet the needs of the disadvantaged as they make up more than ¼ of the cohort – living up to our motto “together we achieve!”

## Challenges

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

Challenge number	Detail of challenge				
1	Until 2022 the 9 → 4 English attainment of Year 11 disadvantaged pupils was consistently lower than for non-disadvantaged pupils:				
	Year	English	Disadvantaged	Non-disadvantaged	Difference
	2024	English Language	75%	81%	-6%
		English Lit.	86%	87%	-1%
	2023	English Language	81%	78%	+3%
		English Lit.	84%	83%	+1%
	2022	English Language	85%	81%	+4%
		English Lit.	89%	84%	+5%
	2021	English Language	78%	81%	-3%
		English Lit.	83%	88%	-5%
	2020	English Language	81%	88%	-7%
		English Lit.	86%	88%	-2%
	2019	English Language	73%	81%	-8%
		English Lit.	84%	86%	-2%
For the first time, in 2022 and then again in 2023 the disadvantaged cohort out- performed the non-disadvantaged cohort. However, this was not sustained in 2024 and for the gap to continue to be filled the current					

	programme of intervention must be continued beyond the course of the 3- year plan.																																																																			
2	<p>Compared to English, there was an even greater difference in the 9 → 4 maths attainment for Year 11 disadvantaged pupils compared to non-disadvantaged pupils. This gap was reduced in 2022 and 2023 but widened in 2024:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Disadvantaged</th> <th>Non-disadvantaged</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>2024</td> <td>73%</td> <td>82%</td> <td>-9%</td> </tr> <tr> <td>2023</td> <td>74%</td> <td>77%</td> <td>-3%</td> </tr> <tr> <td>2022</td> <td>81%</td> <td>84%</td> <td>-3%</td> </tr> <tr> <td>2021</td> <td>73%</td> <td>87%</td> <td>-14%</td> </tr> <tr> <td>2020</td> <td>79%</td> <td>87%</td> <td>-8%</td> </tr> <tr> <td>2019</td> <td>76%</td> <td>85%</td> <td>-9%</td> </tr> </tbody> </table>	Year	Disadvantaged	Non-disadvantaged	Difference	2024	73%	82%	-9%	2023	74%	77%	-3%	2022	81%	84%	-3%	2021	73%	87%	-14%	2020	79%	87%	-8%	2019	76%	85%	-9%																																							
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3	<p>Significant attainment and progress gaps were noted between the disadvantaged and pupils as a whole in 2024.</p> <table border="1"> <thead> <tr> <th rowspan="2">Cohort</th> <th colspan="3">AVERAGE ATTAINMENT 8</th> <th colspan="3">PROGRESS 8</th> </tr> <tr> <th>Disadvantaged</th> <th>All</th> <th>Diff.</th> <th>Disadvantaged</th> <th>All</th> <th>Diff.</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>48.4</td> <td>50.9</td> <td>-2.5</td> <td>0.38</td> <td>0.61</td> <td>-0.23</td> </tr> <tr> <td>English</td> <td>10.7</td> <td>11.3</td> <td>-0.6</td> <td>0.54</td> <td>0.8</td> <td>-0.26</td> </tr> <tr> <td>maths</td> <td>9.7</td> <td>10.1</td> <td>-0.4</td> <td>0.44</td> <td>0.65</td> <td>-0.21</td> </tr> <tr> <td>Ebacc</td> <td>14.4</td> <td>15.2</td> <td>-0.8</td> <td>0.43</td> <td>0.73</td> <td>-0.30</td> </tr> <tr> <td>Open</td> <td>13.3</td> <td>14.3</td> <td>-1.0</td> <td>0.12</td> <td>0.31</td> <td>-0.19</td> </tr> <tr> <td>% Entering Ebacc</td> <td>80%</td> <td>85%</td> <td>-5%</td> <td colspan="3" rowspan="4" style="background-color: #cccccc;"></td> </tr> <tr> <td>Average Ebacc Point Score</td> <td>4.64</td> <td>4.9</td> <td>-0.26</td> </tr> <tr> <td>% achieving grade 5+ Ebacc</td> <td>30.7%</td> <td>33.3%</td> <td>-2.6%</td> </tr> <tr> <td>% achieving grade 5+ in English and maths</td> <td>48%</td> <td>56.8%</td> <td>-8.8%</td> </tr> </tbody> </table>	Cohort	AVERAGE ATTAINMENT 8			PROGRESS 8			Disadvantaged	All	Diff.	Disadvantaged	All	Diff.	All pupils	48.4	50.9	-2.5	0.38	0.61	-0.23	English	10.7	11.3	-0.6	0.54	0.8	-0.26	maths	9.7	10.1	-0.4	0.44	0.65	-0.21	Ebacc	14.4	15.2	-0.8	0.43	0.73	-0.30	Open	13.3	14.3	-1.0	0.12	0.31	-0.19	% Entering Ebacc	80%	85%	-5%				Average Ebacc Point Score	4.64	4.9	-0.26	% achieving grade 5+ Ebacc	30.7%	33.3%	-2.6%	% achieving grade 5+ in English and maths	48%	56.8%	-8.8%
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4	<p>During the second lockdown 85% of the total cohort were able to access remote provision despite the distribution of 400 laptops for home use. It became anecdotally apparent that many disadvantaged pupils with medical conditions, EAL at stages A to B and SEN needs were unable to access either the remote provision or the on- site provision on offer (on average 56 pupils attended every day (45 of them with SEND and 9 with EAL) and their attendance ranged from 56% to 91% from January to March 2021). We believe disadvantaged pupils were disproportionately impacted by the effects of the pandemic and fell further behind. The pastoral and social inclusion teams continue to monitor any gaps in the behaviour points between the disadvantaged and non-disadvantaged cohorts:</p> <table border="1" data-bbox="363 607 1390 797"> <thead> <tr> <th></th> <th>Autumn 2022</th> <th>Autumn 2023</th> <th>Autumn 2024</th> <th>Autumn 2022</th> <th>Autumn 2023</th> <th>Autumn 2024</th> </tr> <tr> <th></th> <th colspan="3">Disadvantaged</th> <th colspan="3">Non- Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Negative behaviour points</td> <td>1772 (32%)</td> <td>3606 (39%)</td> <td>3191 (43%)</td> <td>3823 (68%)</td> <td>5962 (61%)</td> <td>4199 (57%)</td> </tr> <tr> <td>Positive behaviour points</td> <td>17026 (31%)</td> <td>20060 (34%)</td> <td>21733 (34%)</td> <td>38681 (69%)</td> <td>38948 (66%)</td> <td>41314 (66%)</td> </tr> </tbody> </table> <p>Clearly a gap remains between the disadvantaged and non-disadvantaged cohorts.</p>		Autumn 2022	Autumn 2023	Autumn 2024	Autumn 2022	Autumn 2023	Autumn 2024		Disadvantaged			Non- Disadvantaged			Negative behaviour points	1772 (32%)	3606 (39%)	3191 (43%)	3823 (68%)	5962 (61%)	4199 (57%)	Positive behaviour points	17026 (31%)	20060 (34%)	21733 (34%)	38681 (69%)	38948 (66%)	41314 (66%)
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5	<p>Data shows the attendance of disadvantaged pupils continues to be lower than that for non-disadvantaged pupils:</p> <table border="1" data-bbox="363 1014 1374 1279"> <thead> <tr> <th></th> <th>Disadvantaged</th> <th>Non- Disadvantaged</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>2019 → 2020</td> <td>95.8%</td> <td>96.9%</td> <td>-1.1%</td> </tr> <tr> <td>2020 → 2021</td> <td>89.0%</td> <td>92.6%</td> <td>-3.6%</td> </tr> <tr> <td>2021 → 2022</td> <td>92.7%</td> <td>94.2%</td> <td>-1.5%</td> </tr> <tr> <td>2022 → 2023</td> <td>92.0%</td> <td>93.7%</td> <td>-1.7%</td> </tr> <tr> <td>2023 → 2024</td> <td>94.0%</td> <td>94.7%</td> <td>-0.7%</td> </tr> <tr> <td>Autumn 2024</td> <td>94.8%</td> <td>95.8%</td> <td>-1.0%</td> </tr> </tbody> </table>		Disadvantaged	Non- Disadvantaged	Difference	2019 → 2020	95.8%	96.9%	-1.1%	2020 → 2021	89.0%	92.6%	-3.6%	2021 → 2022	92.7%	94.2%	-1.5%	2022 → 2023	92.0%	93.7%	-1.7%	2023 → 2024	94.0%	94.7%	-0.7%	Autumn 2024	94.8%	95.8%	-1.0%
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6	<p>The Pastoral and Social Inclusion teams have reported a noticeable rise in stress and anxiety in pupils some caused by concern over catch up. School Council (post-COVID) had also raised the lack of the usual calendared enrichment opportunities including careers and educational visits as a cause of concern for pupils. They urgently requested the relaunch of our extensive programme of curriculum visits including residential stays and visits abroad.</p>																												

## 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
Improve level of attainment / progress of disadvantaged pupils to match the attainment / progress of non-	By the end of the three -year plan in 2024/25 the gap in attainment and progress between the disadvantaged pupils and non-disadvantaged pupils will

<p>disadvantaged pupils across a broad and balanced curriculum.</p>	<p>continue to be bridged restoring the pre-Covid -2019 trend. We expect 85% / 90% of disadvantaged pupils to meet FFT20 equivalent expectations across the curriculum.</p>
<p>Improve the reading, writing, oracy and numeracy skills of the disadvantaged, so that they are equal to the non-disadvantaged pupils including those with SEND, EAL and medical needs.</p>	<p>Assessment of the reading, writing, oracy and numeracy skills of the disadvantaged cohort will show an improvement that bridges the gap with the non-disadvantaged cohort by 2024/25. That disadvantaged pupils are able, with support to attempt and complete their class and home learning at the same rate of completion as non-disadvantaged pupils as evidenced by records on SIMS and Class Charts. Evidence from learning walks and book scrutiny should illustrate improvement in the acquisition of these communication skills by disadvantaged pupils.</p>
<p>To improve the well-being of all of our pupils including the disadvantaged. To include access to a wide range of extra-curricular activities to develop pupils' cultural capital.</p>	<p>As evidenced by pupil / parent voice surveys (including the Ealing Health and Behaviour Survey) and the increased participation of disadvantaged pupils in extra-curricular, enrichment and careers-based activities (quantified). Reduction in the level of support being asked of the Social Inclusion Team with anxiety concerns. The attendance rate of both disadvantaged pupils and non-disadvantaged pupils to return to pre-pandemic levels by 2024/25. With the rate of attendance for the disadvantaged equalling that of the non-disadvantaged. The destinations of disadvantaged pupils show equivalence to those of non-disadvantaged pupils.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

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

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Conduct knowledge gap analyses – standardised diagnostic tests to be periodically completed including NGRT/ST tests (literacy) £3,000</p>	<p>Provide evidence into pupils' strengths and weaknesses and identify correct level and nature of interventions Standardised tests (EEF)</p>	<p>1 → 5</p>
<p>1a) Timetable additional class for English 7X6 x 14 periods per fortnight £50 x 14 periods x 19 fortnights = £13,300</p> <p>1b) Timetable additional class for English 8Y6 x 14 periods per fortnight £50 x 14 periods x 19 fortnights = £13,300</p>	<p>Planned and sustained structural changes within the package of implementation strategies (EEF)</p> <p>Includes Recruitment costs</p> <p><u><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">Teaching of disciplinary literacy:</a></u> <u><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></u></p> <p>“Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support.”</p> <p>“Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.”</p> <p>“Developing students’ ability to read complex and academic texts – Strategies can be introduced through</p>	<p>1</p>

<p>1c) Timetable additional class for English 11Y6 x 16 periods per fortnight £50 x 16 periods x 19 fortnights = £15,200</p>	<p>modelling and group work, before support is gradually removed to promote independence.”</p> <p>“Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students’ understanding of ideas.”</p> <p>“High quality talk is typically well-structured and guided by teachers.”</p> <p>“Provide high quality literacy interventions for struggling students – Schools should expect and proactively plan to support pupils with the weakest levels of literacy, particularly in Year 7.”</p> <p>Developing teaching through mastery approaches</p>	
<p>2a) Timetable additional class for maths 7X6 x 10 periods per fortnight £50 x 10 periods x 19 fortnights = £9,500</p> <p>2b) Timetable additional class for maths 8Y6 x 10 periods per fortnight £50 x 10 periods x 19 fortnights = £9,500</p> <p>2c) Timetable additional class for maths 11Y6 x 12 periods per fortnight £50 x 12 periods x 19 fortnights = £11,400</p>	<p>Includes Recruitment costs</p> <p>Improving Mathematics in Key Stages Two and Three: Evidence Review March 2018: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/improving-mathematics-in-key-stages-two-and-three/">https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/improving-mathematics-in-key-stages-two-and-three/</a></p> <p>What is the evidence regarding the effect of using collaborative learning approaches in the teaching and learning of maths? Strength of evidence: HIGH</p> <p>To what extent does teaching thinking skills, metacognition and/or self -regulation improve mathematics learning? Strength of evidence (Thinking skills, metacognition and self-regulation): MEDIUM Strength of evidence (Working memory training): HIGH</p> <p>What is the evidence regarding mastery learning in mathematics? Strength of evidence: MEDIUM</p>	2



<p>3) Funding for Spanish and French theatre performances delivered by external providers (Onatti Productions Ltd) in school £1,000</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p>Foreign language learning and its impact on wider academic outcomes: A rapid evidence assessment EEF – July 2020: “In general approaches that are largely meaning oriented, provided rich, authentic and stimulating FL input for students, which increases the involvement load tends to be more successful.”</p>	<p>3</p>
<p>4) Funding for science week workshops £5000</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/science-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/science-ks3-ks4</a></p> <ol style="list-style-type: none"> <li>1. Pre-conceptions – build on the ideas that pupils bring to lessons</li> <li>2. Modelling: use models to support understanding</li> <li>3. Memory: support pupils to retain and retrieve knowledge</li> <li>4. Practical work: use practical work purposefully and as part of a learning sequence</li> <li>5. Language of science: develop scientific vocabulary and support pupils to read and write about science</li> <li>6. Feedback: use structured feedback to move on pupils’ thinking</li> </ol> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/science">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/science</a> September 2017</p> <p>“Unfortunately, existing research on pupils’ attainment in science has consistently shown an uneven spread of scientific knowledge. There is a consistent link between pupils’ socio-economic status and their attainment and participation in science learning at school. Pupils who come from higher SES families are more likely to do well in science subjects that less advantaged pupils and to continue to study science after the age of 16 years, when it is no longer compulsory to do so.”</p> <p>“Bringing students into a science “place” e.g. university or a science museum</p> <p>“Bringing scientists or extra -curricular science activities into schools.”</p>	<p>3</p>

<p>5) EAL induction support for pupils at stages A to B</p> <p>£50 x 12 x 19 = £11,400</p> <p>Twinkl EAL resources = £1800</p> <p>Subscription to Bedrock resources to promote literacy for EAL pupils in Year 7 at stage C £8000</p>	<p>EAL_and_educational_achievement__Prof_S_Strand.pdf</p> <p>EEF – January 2015</p> <p>“It is proficiency in the English language that is a major factor influencing the degree of support an individual student will require.....it is notable that recent arrival....and Black African ethnic groups are associated with much higher risks of low attainment for EAL students.”</p>	<p>4</p>
<p>6) Experience of work and contact with employers £11,000</p> <p>Funding for “Inspire” pre-GCSE programme Co-ordinator £2800</p> <p>Extended IAG support for pupils negotiated through Ealing Connexions £16,000</p> <p>Renewal of Unifrog £3300</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/employer-engagement-in-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/employer-engagement-in-education</a></p> <p>Employer engagement in education to enhance young people’s understanding of jobs and careers</p> <p>Employer engagement in education to provide young people with knowledge and skills demanded by the contemporary labour market</p> <p>Employer engagement in education to provide young people with knowledge and skills demanded for successful school to work transitions</p> <p>Employer engagement in education to enrich education and underpin pupil attainment</p>	<p>6</p>

<p>7) R&amp;R for a lead teacher to map cross curricular approaches to the development of cultural capital, SMSC and world views across the curriculum. £3500</p>	<p>Using a Distributive Leadership approach</p> <p>To lead training of ECTs and other professionals on the development of high quality cultural capital and “world views” within their lessons.</p>	<p>6</p>
<p>8) Appointing Associate Assistant Head Teachers to reform assessment and reporting systems; and support whole school intervention £5,000</p>	<p>Using a Distributive leadership approach</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/feedback-approaches">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/feedback-approaches</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attainment-measures-in-literacy-mathematics-and-science">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attainment-measures-in-literacy-mathematics-and-science</a></p>	<p>1,2,3</p>
<p>9) Whole school curriculum CPD every Wednesday week B £2200</p>	<p>1. Whole school INSET on curriculum sequencing and planning</p> <p>2. Whole school INSET on acquiring disciplinary literacy</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	<p>1→ 4</p>
<p>10) Home learning club for SEND, EAL and disadvantaged cohort £20 x 5 x 38 = £3,800</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p>1. Create a positive and supportive environment for all pupils without exception</p> <p>2. Build an ongoing, holistic understanding of your pupils and their needs – assess, plan, do review approach.</p>	<p>4</p>

	3. Ensure all pupils have access to high quality teaching Compliment high quality teaching with carefully selected small group and one to one interventions.	
Teaching costs = £150,000		

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

Budgeted cost: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA staffing costs for after school intervention support £10,200	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 → 3
Targeted exam booster support for individual and small groups of students provided through additional “alternative curriculum” after school sessions including support for LAC and other identified pupils. £11,400	<a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 → 4
Catch up interventions for small groups of Year 7 pupils for English and maths 12 periods X £50 X 19 fortnights = £11,400	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 → 4
Targeted Academic costs = £33,000		

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £300,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Curriculum Enrichment Days £50,000</p> <p>and the Duke of Edinburgh Award £6,000</p> <p>Support for cookery, food and nutrition £10,000</p> <p>invoices for Arts Week and Humanities Week £10,000</p> <p>Provision of free breakfast club £10000</p> <p>Free music peripatetic lessons fully funded £65,000</p> <p>Summer School with "Let me play" £7,200</p> <p>Summer School staffing £1,800</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p> <p>"Enrichment approaches can directly improve pupils' attainment..." EEF</p>	<p>6</p>

<p>Additional Capacity for Learning mentor team £50,000</p> <p>Rewards for pupils including trips funding £10,000</p> <p>Subsidy for educational visits £20,000</p> <p>Stationery, text books, digital equipment for remote access, and revision guides for disadvantaged pupils £30,000</p>		
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>4</p>
<p>Contingency £30,000</p>	<p>Ad hoc unplanned expenditure to support disadvantaged cohort</p>	<p>1 → 6</p>

**Total budgeted cost: £483,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Ebacc entry in 2024 was very high at 85% The school remains committed to teaching a broad and balanced curriculum and the Ebacc provides just this type of curriculum:

Academic cohort / Year 11	Numbers following an Ebacc. Curriculum	Percentage
2019	177 / 241	73%
2020	195 / 237	82%
2021	214 / 263	81%
2022	193 / 262	74%
2023	211 / 268	79%
2024	234 / 276	85%
2025	274 / 274	100%

The school had made very good progress in bridging the gap between the disadvantaged and the non-disadvantaged pupils in 2022 with an attainment 8 score of 5.5 for both cohorts (significantly above the national average). However, in 2023 a slight gap has opened up with the non-disadvantaged achieving an attainment 8 score of 5.1 and the disadvantaged achieving an attainment 8 of 5.0. The progress 8 score for the disadvantaged at 0.74 (1.05 in 2022) compares to that of 0.88 (1.15 in 2022) for the non-disadvantaged meaning there was a gap of -0.14.

As mentioned above our overall attainment 8 for disadvantaged pupils remains significantly above the national average for all schools in 2023, 2022, 2019, 2018 and 2017.

We believe that the pandemic had disproportionately affected the disadvantaged cohort (2020 and 2021) as evidenced by the lengthening attainment gap. Although the quality of the curriculum delivered during closure was high and 85% of our students engaged consistently with on-line learning (during the second lock down) delivered through the live streaming of lessons using google classroom – a significant minority were unable to engage and had fallen back. The recovery curriculums put in place following 2021 and the catchup interventions put in place using the pupil premium and recovery

premium funding have clearly had an impact for the better since 2022 bridging much of the gap that had developed. This trend has been largely sustained in 2023.

Attendance figures show an improvement for both cohorts since the COVID pandemic. However, in 2022-3 in all year groups, the non-disadvantaged still have a better rate of attendance. Year 11 rates of attendance were a concern in 2021-22 but have seen a pronounced improvement in 2022-3.

Year Group	Attendance – Disadvantaged			Attendance – Non-Disadvantaged		
	2021 - 2022	2022 – 2023	2023 – 2024	2021 - 2022	2022 – 2023	2023 – 2024
Year 7	94.76%	92.9%	95.0%	96.03%	95.0%	95.7%
Year 8	94.64%	94.0%	95.1%	94.46%	94,7%	95.7%
Year 9	91.95%	90.9%	94.3%	94.98%	92.8%	95.6%
Year 10	92.33%	89.6%	92.8%	94.26%	92.8%	94.1%
Year 11	78.12%	91.7%	92.0%	80.93%	93.5%	93.6%
Year 12	92.66%	92.2%	92.0%	92.56%	93.5%	92.7%

We also believe, that the effect of restoring the enrichment opportunities and the removal of all restrictions to educational visits etc. will continue to have a positive effect on pupil well- being and feelings of contentment; and this plan will continue to address those feelings over the next year.