

# Pupil premium strategy statement



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the academic year 2024 - 2025. This is a three-year funding statement

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

The direction of funding for Pupil Premium Budget is completed by Assistant Principal.

Figures updated January 2025.

Detail	Data
School name	Temple Moor High School
Number of pupils in school	1210 Students including Sixth Form
Proportion (%) of pupil premium eligible pupils	281 students in receipt of PP Y7-11 – 23.2% 326 Students – including those who have FSM allocation in Sixth Form 23.5% of the student body
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025 October 2026
Statement authorised by	Matthew West
Pupil premium lead	Nicolas Duba
Governor / Trustee lead	Dave Lees

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£340350 (including CLA)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£0

# Part A: Pupil premium strategy plan

## Statement of intent

The primary objective is to remove the pedagogical barriers to learning for all students at Temple Moor and provide them with the support they need in their education, regardless of their background or start point. Doing so will ensure that all students can build the confidence and strategies they need to make good progress and achieve high levels of attainment across a wide curriculum. In addition, we are devising opportunities for students that would raise the aspiration of students, inspiring them to be the version of themselves now that benefits their future self and supports them in securing the Post 16 and Post 18 pathways that they choose. This strategy will work to support the learning of pupils in receipt of Pupil Premium, to enhance their learning experience and allow them to develop the academic and social skills they need to achieve in line with their peers, who are not disadvantaged, and improve their attendance, achievement and attainment.

Our strategy both now and historically has been routed in diagnostic assessment of our setting and is designed to best suit the needs of our students. The strategies in place have been systemically planned have regular review points to access the impact and validity of schemes. The approaches we have determined will work across the whole curriculum and ensure we are creating opportunities for all students to engage and thrive within their education. We have adopted a holistic and whole school approach with strategies that combine to target a range of challenges and support students throughout the totality of their experience within school.

The current pupil premium strategy was developed using diagnostic assessment of the students within school and was built around improving Attainment 8 of students by investing in a threefold approach which aims to; reduce barriers to learning, invest in the pastoral system (to support students with their lives and self-regulation) as well as raising aspirations. Targeted support and intervention takes place for students both inside and outside the classroom to close gaps and maintain a sustained level of progress.

The key principles and strategies put in place are driven towards overcoming the barriers and challenges that the students in our setting face. High Quality first Teaching, Whole School Literacy and Numeracy strategies, both the Attendance and Behaviour Policies have all been devised to best support the needs of disadvantaged students and support them in achieving alongside their peers, who are not disadvantaged.

## Challenges

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

Challenge Number	Detail of challenge
1. Continue to reduce the pedagogical barriers to disadvantaged students to support their outcomes.	Barriers to accessing learning within the classroom as disadvantaged students often lack organisational, metacognitive as well as self-regulation skills, that negatively impact their learning experience at Temple Moor.
2. To promote a love of reading and to accelerate chronological reading ages of disadvantaged readers.	<p>The NGRT assessment has identified that pupils eligible for Pupil Premium have a lower reading on average than their peers (NGRT reading data for KS3 - Year 7 = 1.4 years difference, Year 8 = 1.1 years difference and Year 9 = 0.9 years difference)</p> <p>Lower reading ages disproportionately affects disadvantaged students who may not have the same levels of support for reading outside school. As the disadvantaged cohort have lower literacy levels on entry from primary school, there is a need to accelerate their progress in reading over the academic year.</p>
3. To raise both the attendance and punctuality of disadvantaged students.	<p>Ensure that attendance is central to every aspect of school and the importance of its impact on individuals communicated through all staff.</p> <p>Attendance rates for disadvantaged students on average 4% lower than the attendance of other students. This needs to be addressed so that it does not impede upon the academic progress and attainment of students.</p>
4. Improving the AtL of disadvantaged students.	<p>Pupil Premium students are less likely to engage with and complete home learning activities which results in underperformance in examinations. Students need support with homework and further strategies on revision to further support knowledge retention.</p> <p>Internal behaviour and attitude to learning data highlights that on average disadvantaged students do not demonstrate the school's values nor meet our expectations as consistently as their peers.</p>
5. Promoting an equitable model for cultural capital.	In general, disadvantaged students lack the cultural capital experiences of other students. This must be addressed to ensure all students

	are equipped with the knowledge and cultural capital needed to be successful when leaving Temple Moor.
6. Raising the aspirations of disadvantaged students.	<p>Increase aspirations for KS4 students moving into KS5 to raise the profile of the sixth form.</p> <p>In house Excellent Club to push the HA and support relationships and develop aspirations so they want to continue their studies with us to fulfil their aspirations to going to Uni.</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
Teaching of the curriculum is highly effective to ensure students make expected or greater progress.	Disadvantaged students in each year group have diminished the progress gap between themselves and non-PP students.
Highly effective assessment within the Curriculum ensures excellent progress for all.	Disadvantaged students have detailed knowledge and skills across the curriculum to support their progress.
Highly effective Leadership & management in place that ensures support and challenge for all staff at all levels	Highly effective CPD in place promoting excellence in all areas of the school. Funding is used effectively and has significant impact on targeted areas.

Disadvantaged students make accelerated levels of progress in Reading over the course of Key Stage 3.	The majority of disadvantaged students have made accelerated progress in their reading ability by the end of Key Stage 3
Attitude to Learning data show that disadvantaged students perform in line with their peers.	Positive attitude to learning data illustrates a diminishing in the difference in negative attitudes to learning between disadvantaged and other students. A higher proportion of disadvantaged students also attain Gold and Platinum rewards.
The difference between the attendance of disadvantaged students and other students is diminished. Reduce persistent absentees. Move towards national average attendance expectation.	The difference in attendance between our disadvantaged students and other students nationally diminishes each year. Disadvantaged students in all year groups have attendance in line with national average. Attendance improvement is rapid and sustained and attendance and PA are above/below that of national data and 23-24 attendance (23-24 attendance 0.2% below national but above Yorkshire and Leeds. PA 4% lower than the national figure)
Decrease FTE. Reduce repeated use of Reflection room (internal suspensions).	Maintain FTE's below current NA. Reduce the number of disadvantaged students with repeat use of Reflection room (internal suspensions).  Increase the engagement in meaningful work in Reflection room to support students' reintegration into lessons, resulting in less removal though access to work.
Raising aspirations and cultural experience.	Support disadvantaged students to secure ambitious Post 18 pathways including University and Higher-Level apprenticeships. Increase number of disadvantaged students studying Level 3 subjects at Temple Moor Sixth Form. Maintain the number of NEET students leaving both Y11 and Y13 below NA levels.  Maintain or increase the % of disadvantaged pupils taking EBacc subjects. 2024-2025 figure was 44% which is currently above NA.  Ensuring all disadvantaged students have the opportunity to access trips throughout their time at Temple Moor - attendance on school trips to have a disadvantaged % reflective to that year group as a minimum. Continuing to develop the enrichment offer as part of the school's holistic approach to

	enrichment, that widens the whole curriculum offer and helps support students with 21 <sup>st</sup> century skills.
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## Activity in this academic year

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

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

Budgeted cost: £119,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Disadvantaged students are provided high quality first teaching.</p> <ul style="list-style-type: none"> <li>• Leadership of the provision of disadvantaged students maintains a clear focus across all areas of school.</li> <li>• CPD for staff to support students through explicit instructions, scaffolding and effective AfL.</li> <li>• 'QA first' prioritising disadvantaged both within the classroom and in out of classroom and for enrichment activities.</li> <li>• Teachers use evidence-based strategies from the EEF Pupil Premium Toolkit (Collaborative</li> </ul>	<p>The best available evidence indicates that high quality teaching is the most important tool a school can use to improve student attainment.</p> <p>It is important for all staff to fully understand and explicitly teach: Cognitive strategies and memorisation techniques. Metacognitive strategies that we use to monitor and control our cognition.</p> <p><a href="#">The EEF Guide to the Pupil Premium   Education Endowment Foundation</a></p>	1, 2, 3, 4, 5 & 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Approaches, Feedback, Homework, Metacognition and self-regulation).</p> <ul style="list-style-type: none"> <li>• Interleaving and formative assessment are embedded consistently across all curriculum areas – supporting improved rates of knowledge retention.</li> <li>• CPD to focus on faculty specific needs and be coordinated by the Teaching and Learning Lead.</li> <li>• Continuation and review of the of 'Golden Threads' across the curriculum to empower students to understand and apply a metacognitive way of working across their entire learning experience.</li> </ul>		
<p>Improvement in the attainment and progress of disadvantaged students in Maths</p> <ul style="list-style-type: none"> <li>• Consistent staffing and strong programme leaders in place with clear vision for Maths.</li> <li>• Assessment will provide staff with information about what students can and cannot do.</li> <li>• Curriculum sequencing across all years allowing students to build a network of mathematical knowledge.</li> <li>• A focus on teaching strategies to solve problems.</li> <li>• High quality CPD for all Maths staff</li> <li>• Period 6 for specific cohorts in Year 11</li> </ul>	<p>Focus on the improvement of literacy skills across the transition from KS2 to 3 to give students a strong foundation the rest of their academic career.</p> <p><a href="#">Link</a></p>	1,3, 4 & 5
<p>Improvement in the attainment and progress of disadvantaged students in literacy</p> <ul style="list-style-type: none"> <li>• Read to succeed – a structured programme students will engage</li> </ul>	<p>Developing a strong disciplinary literacy across the curriculum, emphasising the need for explicit teaching for vocabulary at a subject level.</p>	1, 2, 3, 4, 5 & 6



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>in for two 30-minute sessions per week.</p> <ul style="list-style-type: none"> <li>• Reading in English – targeted reading sessions on a weekly basis.</li> <li>• Whole school literacy strategy embedded through the use of explicitly teaching of vocabulary in all curriculum areas.</li> <li>• Staff model writing with explicit instruction on how to improve.</li> <li>• Use opportunities to blend reading and writing across the curriculum.</li> <li>• PiXL strategies – walking talking mocks, Othello lectures to increase engagement.</li> </ul>	<p><a href="#">Link</a></p> <p>PiXL uses the collaboration of schools to share best practice of around 1600 schools. Allowing us to benefit from some of the most up to date and effective research in English and Maths, Ebacc subjects – as PiXL are branching out into the ‘open’ bucket subjects too.</p> <p><a href="#">Link</a></p>	
<p>Investment in research based CPD for teaching staff. Teaching staff and TA’s are supported through specific CPD in the area of SEND and disadvantaged.</p> <ul style="list-style-type: none"> <li>• Investment in Leadership for SEND.</li> <li>• Courses for SENDCO, SLT Link for SEND and Learning Team SEND representative.</li> <li>• Maintaining a positive and supportive environment for all students, that builds positive relationships to support access to the best possible teaching.</li> <li>• Teaching Assistants to complete calendared CPD into Specific Learning Difficulties</li> <li>• Engagement across the Red Kite Learning Trust CLG networks</li> <li>• Introduce provision map to support students and staff in ensuring needs are met.</li> <li>• Promoting an holistic understanding of students and their needs.</li> <li>• Strong ASSESS, PLAN, DO and REVIEW for interventions and reasonable adjustments.</li> </ul>	<p>A strong SEND culture ensures an equity of opportunity. Ensuring that all disadvantaged students have access to a high-quality teaching and the support needed to meet their needs.</p> <p><a href="#">Link</a></p>	<p>1, 2, 3, 4, 5 &amp; 6</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Increase SEND staffing capacity.</li> <li>• Using small groups and one to one intervention to support high quality teaching.</li> <li>• Teaching assistants deployed inside and outside lessons to support, scaffold and model aspects of learning to meet needs of students. Ensuring students are closing gaps and working in line with peers.</li> </ul>		
<p>Cultural Capital opportunities and experiences to be explicitly identified and embedded across the curriculum</p> <ul style="list-style-type: none"> <li>• Enrichment curriculum for all students with an extensive range of clubs available 20+ for students to engage in.</li> <li>• Continued development of enrichment activities during P6, students attend 2 reading clubs and 2 enrichment clubs per week (yr 7-10).</li> <li>• Middle leaders have to opportunity to design strategies that will positively impact upon disadvantaged students and apply for funding to support disadvantaged students in accessing activities. Allows students to access activities and areas of the world students may not have had to opportunity to access previously.</li> <li>• Funding can be requested via a concise proposal, e.g. Othello theatre production and music lessons</li> </ul>	<p>There is evidence which suggest cultural capital is linked to economic and social capital, and that building on all areas through the wider curriculum and the opportunities that can present opens the doors for disadvantaged students and supports raising their aspirations for the future and success within school.</p> <p><a href="#">Link</a></p>	1, 3, 4 & 5

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

Budgeted cost: £39,632

Activity	Evidence that supports this approach	Challenge number(s) addressed
Universal Spelling and Reading age tests to be completed by Y7/Y8 to gather current data for Y7 and review Y8 data.	Developing a strong disciplinary literacy across the curriculum, emphasising the need for explicit teaching for vocabulary at a subject level.  <a href="#">Link</a>	1, 2 & 4
Fresh start programme to run for students in Y7 who have a reading age much lower than expected 5-8 years which is 3-6 years behind actual age.  The use of phonics will be utilised to enhance the progress of students.	Providing significant challenge with specialist input and whole school leadership. <a href="#">Link</a>  A phonics programme has low cost and strong evidence of impact with +5 months benefit.  <a href="#">Link</a>	1, 2, 3, 4 & 6
Year 11 Period 6 provision. This will be offered in all subjects (where there is a need identified) students will be invited to a subject area.	Extending the school day is evidenced to improve progress by 3 months.  <a href="#">Link</a>	1, 3, 4 & 6
Provision of Y11 revision classes during Easter and May half term holidays.	Departments request sessions that will be held during the Easter and May half term holidays.  <a href="#">Link</a>	1, 3 & 6
Ensure students at Elect have a broad and balanced curriculum offer.  Provide high quality teaching within a small group setting.	Evidence suggests that all students should be provided with a wide curriculum, allowing them an equity of opportunity and ensuring they are not limited. Ensuring that staff are fully knowledgeable regarding the context of students is key for informing their practice and work to provide every student with a supportive relationship with a member of school staff.	1, 2, 3, 4, 5 & 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide behaviour support workers to build relationships and work to provide a calm, positive and supportive environment.	<a href="#">Link</a> <a href="#">Link</a>	

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

Budgeted cost: £160,008

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategy aims to reduce absence rates,	Attendance is a significant non-academic barrier identified by the EEF.	3

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>specifically persistent absence amongst disadvantaged children.</p> <p>SLT Attendance strategic lead and attendance policy</p> <p>Ensuring strong attendance practices to monitor absence and identify any patterns where students are frequently missing school.</p> <p>Training to support staff in ensuring we can use the local authority systems.</p> <p>Attendance Manager - works with families, students and external agencies to reduce barriers to attending school and implement strategies to support attendance in school.</p> <p>Attendance administrator to provide key cohorts, analysis of absence patterns. Discuss attendance issues with parents, complete safeguarding calls to monitor attendance.</p>	<p>A strong leadership of attendance that conveys clear messages is important for developing a supportive attendance strategy to support all students to attend.</p> <p><a href="#">Link</a></p>	
<p>Behaviour reintegration support workers -</p> <p>Will work within students to reengage them with learning.</p> <p>Support students inside and outside lessons to build independence and self-regulation.</p>	<p>Ensuring that staff are aware of the students who have student context and needs, will allow us to best support students throughout their whole curriculum.</p> <p>Behaviour support workers will engage with students inside and outside the classroom to help teach them learning behaviours and self-regulation. Some individuals where behaviour might be considered more challenging are likely to require a bespoke support based upon building relationships as suggested by the EEF.</p> <p><a href="#">Link</a></p>	<p>1, 3 &amp; 5</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Redesigning the re-engagement process into school to support students who have been absent from school for a significant period of time or are considered persistent absentees.</p>	<p>Ensuring a clear vision for attendance and reengagement of students so they students can see a progression plan and work with staff and students to build relationships and work towards increasing attendance.</p> <p><a href="#">Link</a></p>	<p>1 &amp; 3</p>
<p>Aspiration initiatives increase academic progression rates at Post 16 and Post 18 disadvantaged students.</p> <ul style="list-style-type: none"> <li>• Red Kite Links to access programmes such as Oxbridge interview sessions at Harrogate Grammer.</li> <li>• Higher Education visits to Universities and Higher/Degree Level apprenticeship providers.</li> <li>• Careers through the curriculum</li> </ul>	<p>Helping students build an idea and raise their aspirations on what they can achieve for themselves. The schemes themselves are diverse –exposing children to a range of opportunities so students can develop their self-esteem, motivation and self-efficacy.</p> <p><a href="#">Link</a></p>	<p>1, 3 &amp; 6</p>
<p>Revised Yr 7 reward system which rewards students regularly. Focus on keeping momentum and opportunity to win to be available to all to encourage disadvantaged students to be able to win and want to engage with the system.</p>	<p>Student's voice has guided the reward system so we could listen to the students' opinions and offer the system that would most motivate them. There is some evidence to say that rewards do offer some form of motivation for students, this was particularly found in low prior attainers.</p> <p><a href="#">Link</a></p> <p><a href="#">Link</a></p>	<p>1, 3 &amp; 4</p>
<p>Behaviour and mental health interventions on a specific needs' basis. When required students are provided with a bespoke curriculum.</p> <p>Fixed Term Exclusion and NEET are lower than National Average 2019 comparisons.</p>	<p>We have a consistent and coherent whole school approach to behaviour which supports staff and students with behaviour management.</p> <p><a href="#">Link</a></p>	<p>1, 3 &amp; 4</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Students and staff build relationships to best support disadvantaged students.</li> <li>• Behaviour support worker working with students with EHCP's and behaviour concerns. To support the teaching of learning behaviours alongside managing misbehaviour.</li> <li>• Mentoring support provided on a referral basis through pastoral officers.</li> <li>• ELECT staffing cost contribution</li> <li>• Bespoke careers and transition support to post 16 and post 18 pathways.</li> </ul>		
Provision ELSA – Emotional Literacy Support worker.	<p>Having the right level of support and positively impact students, their mental health and wellbeing, and academic performance.</p> <p><a href="#">Link</a></p>	1 & 3
SEND pastoral officer	<p>We have seen an increase of students who have a diagnosis of autism and therefore ensure the correct provision is in place to support the high-quality teaching for students with SEND throughout the mainstream curriculum.</p> <p><a href="#">Link</a></p>	1 & 3
<p>Increase student leadership opportunities through student ambassadors.</p> <ul style="list-style-type: none"> <li>• Sixth Form leaders working with students throughout school and into primaries.</li> </ul>	<p>Our student ambassadors are based upon the key theory that student councils have been, providing students with the opportunity to provide their views and opinions of the school and help to improve school life.</p>	1, 3 & 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Increase in enrichment opportunities.</li> </ul>	<a href="#">Link</a>	
<p>Promote attendance and positive behaviour of disadvantaged students and encouragement to claim the breakfast uplift.</p> <ul style="list-style-type: none"> <li>• Breakfast served from 8.00am</li> </ul>	<p>Using the EEF guidance on selecting interventions we will utilise elements of the TARGET approach, and ensuring that interventions are targeted, planned and reviewed for impact.</p> <p><a href="#">The tiered approach to Pupil Premium spending   Education Endowment Foundation</a></p> <p>The EEF suggest that the simple routines can be used to support behaviour and positive choices.</p> <p><a href="#">Link</a></p>	1 & 3
<p>PiXL</p> <p>Staff utilising membership and attending a range of conferences to gain latest research and strategies.</p> <p>Invest in research in both academic and pastoral areas to create a holistic curriculum for students.</p>	<p>PiXL have adapted their response and advise to ensure it is the latest and most accurate as a result of the pandemic. There are a number of strategies that can be utilised within school to support the whole child, and enable them to access their curriculum and support them in aspects of their wider life.</p> <p><a href="#">Link</a></p>	1, 2, 3, 4, 5 & 6
<p>Disadvantaged students are prepared effectively for knowledge retention and understand how to revise</p> <ul style="list-style-type: none"> <li>• School wide use of e-learning software (GCSE Pod, Arbor, , Sparx Maths)</li> <li>• Laptop provision (internal and external)</li> <li>• All disadvantaged students in Yr11 provided with free revision guides and flash cards across all subjects</li> </ul>	<p>The EEF suggest that alongside high-quality teaching and the explicit teaching of metacognitive strategies students should be supported to organise and effectively manage learning independently. These tools can be used to help target students and ensure learning is at the appropriate level of challenge and provide a structure to independent practice.</p> <p><a href="#">Link</a></p>	1, 3, 4 & 5



Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Year 11 Supporting Success Evening</li> <li>• Revision guides provided for all subjects.</li> </ul>		
<p>Transition programme.</p> <ul style="list-style-type: none"> <li>• Building on positive relationships with primaries and creating working groups and opportunities at the earliest point in the year to support the smooth transition of students.</li> <li>• CLG leaders in subjects to work alongside primary leads to support the continuum of the curriculum.</li> <li>• Event running through the school year to enhance learning opportunities.</li> <li>• Year 6 transition which would include opportunities for building social cohesion.</li> </ul>	<p>Working with feeder primary schools to create curriculum continuity can support students and help to avoid a regression in literacy and numeracy skills which can be caused by change in systems, routine and curriculum.</p> <p><a href="#">Link</a></p>	1, 2, 3, 4 & 6
<p>Disadvantaged Capitation</p> <ul style="list-style-type: none"> <li>• Funded peripatetic instrumental lessons for disadvantaged children who play an instrument</li> <li>• Uniform and equipment hardship fund</li> <li>• Subsidy allowance for all Free School Meal students. Additional payment to enable free breakfast</li> <li>• College taster visits for students supporting those on a vocational pathway</li> </ul>	<p>Evidence within the local area of Leeds demonstrates that children who do not eat breakfast often achieve less well than their peers who do eat breakfast.</p> <p><a href="#">Link</a></p> <p>Including aspects into the curriculum that support students having experiences that developing their abilities, as well as ensuring that students have the ability to access enrichment activities.</p> <p><a href="#">Link</a></p>	5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Subsidised educational and sporting visits and cultural experiences.</li> </ul>		
<p>Aspire Careers Interviews –</p> <p>Year 9-11 receive career-based interviews from people in industry to help prepare students for life beyond TMHS.</p>	<p>Research from Gatsby Benchmarks suggests that career guidance is important to social mobility. If young people and their families know more about the rich range of careers open to people with the right qualifications, they will have a clearer idea of the routes to better jobs. They also state as part of the benchmarks every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace</p> <p><a href="#">Link</a></p>	6

## 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 2030 to 2024 academic year.

#### Evaluation for academic year 2023-24

The strategy aims to support students in improving attainment 8, the gap has grown slightly with from 2023 levels of 34.37 to 33.1 in 2024.

Improving literacy and numeracy skills for students across all key stages is a focus for the school, and those students who are the most disadvantaged so they can gain more access to the curriculum. Maths and English Progress 8 scores in English show a continuing trend exceeding national average with a score of  $-0.27$  ( $-0.56$  NA in 2023) of improvement. The English P8 score for this year was  $-0.27$  which is above the NA of  $-0.56$  (2023).

Students who are disadvantaged tend to have lower levels of attendance on average versus their peers who are not in receipt of pupil premium. Attendance will continue to be a key focus for improvement for students who are in receipt of PP in the year 2024-25. Within school student attendance patterns are in line for each year group with PP and non-PP following the same trends.

Behaviour data for students in receipt of PP shows a continuing downward trend from the return of COVID and reestablishing rules and routine within school. High expectations are continually held for all students, and students are supported by a range of strategies to help them learn how to manage behaviour effectively and self-regulate.

As we have continued to regain access to the wider world, we have reestablished links with businesses and external providers to continually raise aspirations and support a multitude of career paths and options for future career.

### Externally provided programmes

*We continue to implore the use of technology which has proved successful throughout the pandemic and has had a positive impact on progress.*

<b>Programme</b>
GCSE pod
Sparx - maths
Seneca Learning
Pixl
Unifrog
Fresh Start
Tassomai