BEECHEN CLIFF

Beechen Cliff School
Pupil Premium Three Year Strategy Statement 2024-2027
Current Year: 2026-27

School Overview

Detail			
School name		**Beechen Cliff School**	
Number of students in school		**842 (Year 7-11)**	
Proportion (%) of Pupil Premium eligible students		**15%**	
Category	Number of Pupils	% of School Roll	National Statistics
FSM Targeted	47	6%	26% of secondary aged students are eligible for Pupil Premium and 21% of students in BANES.
Ever 6/FSM Extracted	50	6%	
Ever 6	10	1%	
FSM/Ever 6 total	**107**	**13%**	
Services	**10**	**1%**	
Child Looked After (CLA/ PLAC)	**9**	**1%**	
Total	**126**	**15%**	
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** *(current year)*		~~Year 1: 2024/25~~	
		~~Year 2: 2025/26~~	
		Year 3: 2026/27	
Date this statement was first published:		01/09/24	
Date this statement was last reviewed:		01/09/26	

Date on which it will be reviewed:	01/09/27
Statement authorised by:	J. Blair
Pupil Premium leaders:	J. Blair, T.Layton
Governor / Trustee lead:	Sarah Romain

Funding overview

Detail	**Amount**
Pupil Premium funding allocation this academic year	£134,760
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£134,760

Part A: Pupil Premium Strategy Plan

Statement of intent

Our aim at Beechen Cliff School is to provide all students with the opportunity to have good attendance (97%+), enjoy school, engage its full extra-curricular offer and achieve or succeed their potential. We employ support, strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps. We promote students having full access to the rich extra-curricular provision on offer at Beechen Cliff School and provide additional support for students entitled to Pupil Premium to access and engage with this offer. This supports students to become well-rounded individuals who achieve their ambitions and flourish in life.

Common barriers for disadvantaged students eligible for Pupil Premium include challenges with attendance and behaviour, weaker language and communication skills, lower resilience and confidence, limited home support, complex family situations, and less access to beneficial experiences. The barriers are different for every student and there is no "one size fits all" plan for support.

Our ultimate objectives are:

- For students to be happy and feel safe at school
- To have attendance that meets or exceeds the school's target of 97%
- For persistent absenteeism to be better than or in-line with the rest of the cohort
- To eliminate the attainment gap between disadvantaged and non-disadvantaged students at Beechen Cliff School
- For all disadvantaged students in school to meet or exceed nationally expected progress rates
- For all disadvantaged students to access to the rich extra-curricular provision on offer and be well-rounded individuals who achieve their ambitions and flourish in life

We aim to do this through:

- Effective working relationships with parents and students who are in receipt of Pupil Premium funding. This relationship is particularly key in the transition to the school
- Ensuring all staff know who is Pupil Premium and are equipped to effectively support and challenge these students
- Frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of students in need of support
- Ensuring that teaching and learning opportunities meet the needs of all the studentsand that where studentshave specific needs that these are addressed through high quality, evidence based interventions led by appropriately trained staff
- Ensuring all vulnerable learners are ready to learn through access to a breakfast club, equipment and uniform provision and a homework club
- Close monitoring of attendance at extracurricular provisions along with promotion and support to increase the attendance of vulnerable learners

- ➢ Ensuring that vulnerable learners have access to frequent and high quality careers and associated opportunities such as educational visits and work experience
- ➢ Ensuring that vulnerable learners are prioritised for, and have access to high quality pastoral and mental health support
- ➢ Carefully allocating Pupil Premium funding following a needs analysis which identifies priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

<u>Achieving these objectives:</u>

The range of provisions available at Beechen Cliff include but are not limited to:

- ➢ Frequent monitoring of progress and needs from form tutors, class teachers, Pupil Premium Leads, Heads of Faculty and Heads of Year
- ➢ Literacy and numeracy support which includes in class support and small group withdrawal
- ➢ Academic mentoring for students in Y10/11 with core Subject Mentors and Senior Leaders
- ➢ Support with transport to school to promote attendance, where needed
- ➢ Breakfast club to ensure vulnerable learners are prepared for the day
- ➢ Tracking and monitoring of attendance to provide intervention and support where a need is identified with Pupil Premium learners being prioritised for calls first when not in school.
- ➢ Frequent contact and support with parents regarding attendance, academic progress, uniform, equipment, extra-curricular activities, trips and revision resources
- ➢ Laptops (where needed) to support with access to homework and revision
- ➢ Priority access to counselling and careers advice
- ➢ High quality teaching assistants to support teaching and learning
- ➢ Information and support sessions for parents/carers which are tailored to needs such as supporting homework and using the Solution Focused Approach
- ➢ A Teaching and Learning policy which puts Pupil Premium learners first with the following: Pupil Premium learners sat with a positive peer; targeted for understanding through questioning and personalised check-ins; books marked first and to the highest quality.
- ➢ Homework club where completion of homework requires support.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality.
2	Securing parental engagement in school and in supporting homework completion, readiness for school, experiences and ambition. This target includes attendance at and engagement with Parents' Evening.
3	Lack of fluency in literacy (particularly reading) and numeracy.
4	Progress of Pupil Premium pupils. This is currently lower than Non Pupil Premium Beechen Cliff at KS4 but above national figures for Pupil Premium pupils.
5	The involvement of Pupil Premium in extracurricular activities and trips (although 18% of places on trips are taken by Pupil Premium learners - 4% above the number of Pupil Premium learners) it remains a priority to promote and support in this area). Trip Leads to take greater responsibility in recruiting and supporting Pupil Premium learners.
6	Homework completion/quality for Pupil Premium when compared to non-disadvantaged.

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	Actions Needed	Success criteria
Progress in Maths Pupil Premium learners achieving at least in line with, or above national progress measures in maths at KS4. Progress in KS3 maths for Pupil Premium learners is at or above their expected attainment pathway (flightpath).	Standardised cognitive and attainment testing on entry used to identify gaps in numeracy. KS3 numeracy intervention in am registration for those with standardised numeracy scores below the average range. Strategic seating of all Pupil Premium learners in mathematics classes. KS4 GCSE maths tuition for Pupil Premium learners performing below their flightpath. Support numeracy classes in Years 8-11.	• Gap between disadvantaged and non-disadvantaged students is 0.0. • Disadvantaged achieve at least in line with national. • Rigorous testing process in place to identify any needs for intervention. • Evident increase in knowledge of key skills in numeracy shown through low stakes in-class assessments, key skills starters, formal regular assessments and public examinations. • Effective use of key skills starters in maths support lessons. • Pupil voice shows increased confidence and enjoyment in mathematics. • All staff have detailed annotations outlining needs of Pupil Premium learners and actions to address these.
Progress in English Pupil Premium learners achieving at least in line with, or above national progress measures in English at	Standardised cognitive, attainment and reading testing on entry used to identify gaps in literacy/reading. KS3/4 reading/literacy intervention (Lexia) in	• Rigorous testing process in place to identify any needs for intervention. • Disadvantaged achieve at least in line with national. • Reading scores show no gap between Pupil Premium and non-disadvantaged learners.

KS4. Progress in KS3 English for Pupil Premium learners is at or above their expected attainment pathway. Pupil Premium learners have a reading age at or above their chronological age by the end of Year 9.	am registration for those with reading ages below their actual age. Pupil Premium learners prioritised for author visits/reading enrichment activities. Strategic seating of all Pupil Premium learners in English classes. KS4 GCSE English tuition for Pupil Premium learners performing below their flightpath. Support literacy classes in Years 8-11.	• Evident increase in knowledge of key skills in literacy shown through low stakes in-class assessments, key skills starters, formal regular assessments and public examinations. • Pupil voice shows increased confidence and enjoyment in English. • All staff have detailed annotations on seating plans outlining needs of Pupil Premium learners and actions to address these.
Attend Well and Ready to Learn Pupil Premium learners attend well, are punctual, equipped and ready for school. PP attendance meets the school's attendance target of 96%	Tutors to check uniform and equipment daily and inform Pupil Premium Lead and Head of Year of any needs or concerns. Attendance Lead and Heads of Year to work closely with Pupil Premium Lead to ensure appropriate support is in place for any Pupil Premium learners with attendance below 97%. This support includes priority calling for absence and the use of text messages to remind parents of the term dates. This may also include funding of transport in certain circumstances e.g. bus passes, taxis etc. Pupil Premium learners are targeted for	• Attendance gap reduces. Our challenge target is no gap. • Affordable uniform with financial support available to PP learners. • Equipment, such as stationery, GCSE subject specific equipment provided to PP learners where needed. • PP parents are aware that they have access to financial support to assist with purchasing equipment and resources. • Teaching staff are quick to liaise with PP leads to ensure that any lack of equipment is quickly resolved.

	breakfast club where this may support engagement to learning, attendance and punctuality.	
Extra-curricular Pupil Premium learners are fully engaged and participating in the school's rich extra-curricular offer.	Activity leads take responsibility in promoting Pupil Premium attendance and promote/invite/prioritise Pupil Premium learners. Activity leads reserve places for Pupil Premium learners and support the Pupil Premium Lead to alert parents in advance. Financial support for trips is offered at the time of the trip letter being published with the aim of removing barriers to attendance on paid trips. Pupil Premium Lead to monitor trip/extra-curricular club engagement to ensure every child participates in at least one residential trip during their time at Beechen Cliff.	• Monitoring of extra curricular activity attendance shows that Pupil premium attendance is representative of the % of Pupil Premium in school, or higher. Our challenge target is for 20% participation.
Suspensions Pupil Premium learners are not disproportionately excluded from school/lessons.	Pupil Premium learners prioritised for mentoring support if behaviour is a concern/ and or following a suspension. Pupil Premium learners with more suspension than one suspension within an	• Pupil Premium Leads regularly monitor suspension data and work with key students and staff to ensure these learners are accessing support and able to remain in lessons, enjoy and achieve. • Pupil Premium pupil suspension data is equal to or lower than that of non-disadvantaged students and

	academic year are allocated an SLT mentor.	lower than national.
Parental Engagement Parents/carers of PP students are engaged in school, aware of their son's learning and understand how to support their child.	Emails sent reminding parents - generic and then personalised Phone calls made in advance to offer pre-booking where needed. Parents of Pupil Premium learners for whom engagement at parents' evening has been a historic challenge will be allocated SLT PP+ Leads who will arrange to meet the parents and give a 1:1 summary of progress and next steps.	• Parent /carers surveys show engagement and satisfaction with school and school life. • 100% of parents of Pupil Premium learners will engage with Parents' Evening.

Activity in this academic year

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

Teaching and Learning

Budgeted cost: £85,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
Heads of Faculty closely monitor and intervene where the progress of disadvantaged learners is below that of non-disadvantaged learners or below that of their expected attainment pathway.	"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF guide to the Pupil Premium. Heads of Faculties promote positive engagement and teaching strategies with Pupil Premium Students. Heads of faculties track Pupil Premium students progress and liaise with Pupil Premium leads to help signpost needs for targeted intervention. "Evidence consistently shows the positive impact that targeted academic support can have."	2, 3, 4 & 5
Literacy Lead Promotes literacy, provides staff CPD and monitors and supports reading interventions.	Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes. DfE Reading Framework, July 2023	3 & 4
Pupil Premium Leadership and management The teacher in charge of SEND and the PP Leads work together	"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF guide to the Pupil Premium. Staff who feel skilled and confident leading an intervention will see better progress from the	2 & 4

to identify any staff who would benefit from further CPD to support vulnerable pupils	children. We hope to see Teaching Assistants becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Yr7 Numeracy Support Face-to-face/online numeracy package to be deployed to lower ability Yr7 students	Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.	3 & 4
Small group **support maths** classes taught by qualified maths teachers in Years 8-11.	Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, "the smaller the group the better." EEF, Small Group Tuition guidance.	3 & 4
Small group **support literacy** classes taught by SENDCo/English teachers in Years 7-11.	Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on	3 & 4

	average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, "the smaller the group the better." EEF, Small Group Tuition guidance.	
Homework and catch up support available after school through the library	Homework strategy from the EEF teacher toolkit "Homework has a positive impact on average (+ 5 months), particularly with students in secondary schools.	6
1:1 pupil progress meetings between targeted Year 11 students and SLT mentors.	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collective responsibility for Pupil Premium children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	2 & 4
1:1 mentor meetings between targeted students who have received more than one suspension in an academic year and SLT mentors.	EEF behaviour guidance states that 'a tailored approach to support an individual's behaviour should complement the school's behaviour Policy' and this mentoring is designed to personalise support utilising pupil voice as a guide.	2 & 4
Easter Revision Conference/AM reg Exam	Small group tuition teaching strategy from the EEF	3 & 4

Boosters Targeting Pupil Premium students for GCSE exam boosters.	teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, "the smaller the group the better." EEF, Small Group Tuition guidance.	

Pastoral Support (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £26,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers mentoring - Pupil Premium learners prioritised and, where needed, receive additional support.	The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges	2 & 4
Solution Focused Therapy- A therapy support service which works on the assumption that: • People are experts of themselves • People have existing strengths and resilience • People are not defined by their problems	Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners. EEF, Improving Social and Emotional Health guidance.	2

• Change is possible, and happening all the time The aim is to empower students to be architects of their own future and focus on what they can change, not what they can't.		
Sixth Form Led Mentoring peer mentor programme in place for Year 7 and 8s led by trained Sixth Form mentors.	Peer Tutoring teaching strategy from the EEF teacher toolkit. "Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of students appear to benefit from peer tutoring, there is some evidence that students who are low-attaining and those with special educational needs make the biggest gains."	2
Attendance Lead and Pupil Premium Lead closely monitors and provides bespoke support to improve PP attendance	"Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour."	1
Heads of Year and **Tutors**		2, 4 & 5

monitor and support the attendance, engagement and readiness to learn of Pupil Premium pupils,	Behaviour interventions strategy from the EEF teacher toolkit.	

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

Budgeted cost: £35,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Other Extra-curricular clubs and trip support.	"Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling." Social Mobility Commission research.	5
Equipment, uniform and subject supplies.	Removing potential barriers to participation increases attendance.	1 & 6
Other Support: Transport support, Breakfast club, Alternative provisions, Data Management, Finance Management, Technology.	Tracking and monitoring progress to implement interventions effectively. Removing barriers to participation increases attendance. EEF Menu of Approaches toolkit.	1 & 5

Total budgeted cost: £ 134,760

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

Year 2025/26

Challenge number	Detail of challenge	Summary of Actions	Summary of Outcomes (RAG rated)
1	Staff awareness of PP learners and strategies for success.	• Staff reminded of PP non-negotiables at each INSET. • All learning walks contained a focus on the identification and support of PP learners in the classroom. • PP Critical Plans used to highlight those with the most significant needs/gaps. • Adaptive teaching strategies were a key focus of each INSET	At the Term 6 Teaching and Learning review, 86% of staff had annotated seating plans highlighting vulnerable learners (a 1% increase on last year). Adaptive teaching strategies were regularly reviewed and monitored during learning walks and seen in 86% of lessons at the end of term 6 review (an 8% increase on last year). Adaptive Teaching was a key feature of INSET sessions and T&L briefings and as part of this staff were reminded of the PP Critical Pupils.
2	Lack of fluency in literacy and numeracy.	• NGRT/ART standardised reading assessment taken at least annually by all learners at KS3 and those at KS4 with reading age standardised scores below 100 • Interventions in place for all learners with reading age standardised scores below 100 along with February retesting to monitor progress.	Standardised reading tests (NGRT/ART) and interventions were sustained across KS3 and target KS4 pupils, with ongoing testing showing progress and gains in literacy fluency. Reading ages continue to be monitored annually for all pupils and twice annually for those with a RASS below 100. Interventions were in place for all those with a RASS below 95. The numbers with RASS below 85 in 25/26 was 36 and in 26/27 is now 27. CPD for staff to support lowest readers was in place

			and this was monitored through book looks and learning walks.
3	Limited parental engagement in school and learning resulting in reduced homework completion, a lack of readiness for school and, for some, reduced ambition.	• New Pupil Premium Lead recruited and supplied with a mobile to text parents where this is their preferred method of communication • New PP Lead made regular contact with families either via email, call or text to support their engagement with progress reports, parents' evenings and the wider school offer	Personalised communication channels (email, phone, text) were actively used by the PP Lead to support home-school engagement for progress reporting and parents' evening. Where families did not attend then the PP lead either met them, called them or sent them a summary of their child's progress. However, attendance to this event is still disproportionately low compared to non-PP and as such this remains a target area. 69% Year 7 PP parents attended the evening which represents 12% of the year group.
4	The involvement of FSM and services children in extracurricular activities and trips.	• New Pupil Premium Lead worked closely with all trip leads to promote trips ahead of their release to non-disadvantaged students • New Pupil Premium Lead worked closely with students to promote and support engagement in trips • SENDCo supported a D of E	Pupil Premium participation in trips reached 14%, matching overall cohort representation, while SEND participation was strong at 23%. Trip leads continue to prioritise vulnerable pupil engagement. SENDCo supported a successful DofE programme with 13% of PP pupils participating in Silver and 3% PP participating in Bronze despite support to sign up and engage. We saw improvements in engagement and reflected on further measures for Bronze DofE 26/27 to start the process in Year 8.

5	Low levels of presentation quality in books and homework completion for PP when compared to non-disadvantaged.	• Staff reminded of PP non-negotiables at each INSET. • All learning walks contained a focus on the identification and support of PP learners in the classroom. • Presentation quality in books and homework is a focus at each SLT book review.	SLT book reviews showed strong presentation standards across Pupil Premium books. There was no discernible difference between PP and non PP books. Continued focus remains on tracking individual homework completion rates.
6	Overall Progress of PP students is lower than Non PP at KS4.	• Staff reminded of PP non-negotiables at each INSET. • All learning walks contained a focus on the identification and support of PP learners in the classroom. • PP Critical Plans used to highlight those with the most significant needs/gaps. • Year long am reg Core Boosters provided for those with progress gaps. • Easter Exam Booster provided for those with progress gaps. • Adaptive teaching strategies were a key focus of each INSET	Yr11 PP Attainment 25/26: Disadvantaged Average Attainment 8 35.93. Despite the drop in 2026, performance remains broadly in line with National Disadvantaged attainment benchmarks demonstrating positive impact from core and exam boosters. Disadvantaged attainment scores for 5+ in Engl;ish and maths was 26.7% which is also in line with national. This is a drop from the year before and case studies are in place. It remains a target.
7	Attendance of PP students is below that on non-PP.	• Breakfast Club incentive used to support Pupil Premium learners who were identified as needing this support. • Reward initiatives used to encourage good attendance, this involved a monitoring period and free breakfast if the target met. • Lunchtime queue jump passes used to encourage good attendance, this involved a	Pupil Premium / FSM Attendance: Overall Attendance: 87.7% (placed in decile 5, ranking in the top 40–50% of schools nationally, and 3rd out of 14 schools in the LA). Persistent Absence: 40.0% (ranked 2nd out of 14 in the LA). Combined SEND & Pupil Premium (FSM) Attendance: Overall Attendance: 84.8% (placed in decile 4, ranking in the top 30–40% of schools nationally, and 3rd out of

		monitoring period and free breakfast if the target met. • Bus passes and taxis were used where needed to support attendance. • Critical attendance cases prioritised for first calls home by the Attendance Lead. • Termly Focus SLT & PP Lead Attendance meetings	14 schools in the LA). Persistent Absence: 46.9% (ranked 3rd out of 14 in the LA).

Year 2024/5

This details the impact that our Pupil Premium activity had on students in the Academic.

Challenge number	Detail of challenge	Summary of Actions	Summary of Outcomes (RAG rated)
1	Staff awareness of PP learners and strategies for success.	• Staff reminded of PP non-negotiables at each INSET. • All learning walks contained a focus on the identification and support of PP learners in the classroom. • PP Critical Plans used to highlight those with the most significant needs/gaps. • Adaptive teaching strategies were a key focus of each INSET	• At the end of Term 6, SLT Led Teaching and Learning review the vast majority of staff had annotated seating plans to hand. • In 25/6 Purple Folders containing these will be checked at the start of terms 1, 3 and 5 by HoFs (No4).
2	Lack of fluency in literacy and numeracy.	• NGRT/ART standardised reading assessment taken at least annually by all learners at KS3 and those at KS4 with reading age standardised scores below 100 • Interventions in place for all learners with reading age standardised scores below 100 along with February retesting to monitor progress.	• Reading gains seen for all those attending interventions. • Improved attendance seen for those attending Achieve. • Reading Lead introduced a new standardised screening test for reading, ART to enable more accurate tracking of progress using standardised age scores.
3	Limited parental engagement in school and learning resulting in reduced homework	• New Pupil Premium Lead recruited and supplied with a mobile to text parents where this is their preferred method of communication	• Engagement in Parents' Evening for parents of Pupil Premium learners has increased over the last three years with the outgoing Year 11s increasing from 55% on

	completion, a lack of readiness for school and, for some, reduced ambition.	• New PP Lead made regular contact with families either via email, call or text to support their engagement with progress reports, parents' evenings and the wider school offer	entry to 76% in Year 11. Year 7 had 81% attendance which is a record high! For some years though there remains a gap between parents of Pupil Premium learners and parents of non-disadvantaged learners. This continues therefore to be a target area (No2).
4	The involvement of FSM and services children in extracurricular activities and trips.	• New Pupil Premium Lead worked closely with all trip leads to promote trips ahead of their release to non-disadvantaged students • New Pupil Premium Lead worked closely with students to promote and support engagement in trips • SENDCo supported a D of E in the curriculum group for the Bronze Award	• 18% of participation in trips was that of Pupil Premium learners • The next step in next year's strategy will be for all trip leads to take greater responsibility in recruiting and supporting Pupil premium learners (No5).
5	Low levels of presentation quality in books and homework completion for PP when compared to non-disadvantaged.	• Staff reminded of PP non-negotiables at each INSET. • All learning walks contained a focus on the identification and support of PP learners in the classroom. • Presentation quality in books and homework is a focus at each SLT book review.	• Book Looks showed no discernable difference between Pupil Premium books and that of non-disadvantaged students • Although the setting and completion of homework has been reviewed, there is not any data which specifically looks at homework completion by Pupil Premium learners. This target has been moved into next year's strategy (No6).

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<td>6</td>
<td>Overall Progress of PP students is lower than Non PP at KS4.</td>
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Staff reminded of PP non-negotiables at each INSET.
All learning walks contained a focus on the identification and support of PP learners in the classroom.
PP Critical Plans used to highlight those with the most significant needs/gaps.
Year long am reg Core Boosters provided for those with progress gaps.
Easter Exam Booster provided for those with progress gaps.
Adaptive teaching strategies were a key focus of each INSET

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Progress of Pupil Premium learners at KS4 continues to be strong when compared to the national for progress score Pupil Premium.
The gap for disadvantaged students in English was notably greater than that in maths and is a target area for 25/26.

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<td>7</td>
<td>Attendance of PP students is below that on non-PP.</td>
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Breakfast Club incentive used to support Pupil Premium learners who were identified as needing this support.
Reward initiatives used to encourage good attendance, this involved a monitoring period and free breakfast if the target met.
Lunchtime queue jump passes used to encourage good attendance, this involved a monitoring period and free breakfast if the target met.
Bus passes and taxis were used where needed to support attendance.
Critical attendance cases prioritised for first calls home by the Attendance Lead.

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The attendance of Pupil Premium learners was below that of non-disadvantaged in all areas. However, Pupil Premium attendance was above that of the national attendance for Pupil Premium attendance. Attendance will remain a key feature of next year's strategy (No1). (Term 1-6 data:)

<table>
<tr><th>Pupil group</th><th>Attendance</th><th>National average</th></tr>
<tr><td>All pupils</td><td>93.8%</td><td>91.4%</td></tr>
<tr><td>Pupils with free school meals (FSM)</td><td>86.6%</td><td>86.4%</td></tr>
<tr><td>Pupils with no FSM</td><td>94.7%</td><td>93.4%</td></tr>
<tr><td>Pupils with special educational needs (SEN) support</td><td>90%</td><td>85.3%</td></tr>
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Year 2023/24

This details the impact that our Pupil Premium activity had on students in the Academic.

Challenge number	Detail of challenge	Summary of Actions	Summary of Outcomes (RAG rated)
1	Staff awareness of PP learners and strategies for success.	• Staff reminded of PP non-negotiables at each INSET. • All learning walks contained a focus on the identification and support of PP learners in the classroom. • PP Critical Plans used to highlight those with the most significant needs/gaps. • Adaptive teaching strategies were a key focus of each INSET	• At the Term 6 Teaching and Learning review all staff had seating plans highlighting Pupil Premium learners. The next step in next year's strategy will be for all staff to have more detailed annotations outlining needs and actions to address these (No4).
2	Lack of fluency in literacy and numeracy.	• NGRT standardised reading assessment taken at least annually by all learners at KS3 and those at KS4 with reading ages below 14 • Interventions in pace for all learners with reading ages below their chronological age • February retesting in place	• Reading gains seen in all year groups. • At the end of the academic year 2023/24 progress had been made as below: Year 7 + 3% to 81% at CAGE* Year 8 + 10% to 90% at CAGE* Year 9 + 3% to 89% at CAGE* *CAGE = chronological reading age
3	Limited parental engagement in school and learning resulting in reduced	• New Pupil Premium Lead recruited and supplied with a mobile to text parents where this is their preferred method of	• Engagement in Parents' Evening for parents of Pupil Premium learners has increased over the

	homework completion, a lack of readiness for school and, for some, reduced ambition.	communication • New PP Lead made regular contact with families either via email, call or text to support their engagement with progress reports, parents' evenings and the wider school offer	last three years. There remains a gap however between parents of Pupil Premium learners and parents of non-disadvantaged learners. This target has been moved into next year's strategy (No2).
4	The involvement of FSM and services children in extracurricular activities and trips.	• New Pupil Premium Lead worked closely with all trip leads to promote trips ahead of their release to non-disadvantaged students • New Pupil Premium Lead worked closely with students to promote and support engagement in trips • SENDCo supported a D of E in the curriculum group for the Bronze Award	• 18% of participation in trips was that of Pupil Premium learners • The next step in next year's strategy will be for all trip leads to take greater responsibility in recruiting and supporting Pupil premium learners (No5).
5	Low levels of presentation quality in books and homework completion for PP when compared to non-disadvantaged.	• Staff reminded of PP non-negotiables at each INSET. • All learning walks contained a focus on the identification and support of PP learners in the classroom.	• Book Looks showed no discernable difference between Pupil premium books and that of non-disadvantaged students • Although the setting and completion of homework has been reviewed, there is not any data which specifically looks at homework completion by Pupil Premium learners. This target has

			been moved into next year's strategy (No6).
6	Overall Progress of PP students is lower than Non PP at KS4.	• Staff reminded of PP non-negotiables at each INSET. • All learning walks contained a focus on the identification and support of PP learners in the classroom. • PP Critical Plans used to highlight those with the most significant needs/gaps. • Adaptive teaching strategies were a key focus of each INSET	• Progress of Pupil Premium learners is at or above that of non-disadvantaged in all areas of Core lessons with the exception of: Year 9 science and Year 10 English, maths and science. Year 11 progress will be a key feature of next year's strategy (No4).
7	Attendance of PP students is below that on non-PP.	• Breakfast Club incentive used to support Pupil Premium learners who were identified as needing this support. • The McAttendance initiative used to encourage good attendance, this involved a monitoring period and free breakfast if the target met. • Lunchtime queue jump passes used to encourage good attendance, this involved a monitoring period and free breakfast if the target met.	• The attendance of Pupil Premium learners was below that of non-disadvantaged in all areas. However, Pupil Premium attendance was above that of the national attendance for Pupil Premium attendance by 1%. Attendance will remain a key feature of next year's strategy (No1).

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme Provider
Solution Focused Therapy
Private Tuition from in-house tutors (retired or current teachers).