

# 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 2024 to 2025 academic year.

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

Detail	Data
School name	Helsby High School
Number of pupils in school	1242
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	Tuesday 17 <sup>th</sup> December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Martin Hill
Pupil premium lead	Amy Pritchard-Roberts and Ian Duffell
Governor / Trustee lead	Rob Allerston

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 235,360
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	£ 235,360

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention at Helsby High School is that all students, irrespective of their socio-economic background, special educational need or other challenges they face, have a broad, balanced and enriching curriculum experience and make progress which is at the very least in-line with national expectations.

The aim of our pupil premium strategy is to support and guide disadvantaged students to realise the above goals. We will consider the circumstances of every individual student within our setting to ensure that our provision meets their needs, and is considerate of additional challenges experienced by vulnerable students and those with specific social, emotional and behavioural needs. The activities outlined in this strategy document are intended to support these students needs in particular.

The centre of our strategy over recent years has been ensuring our curriculum implementation has quality-first teaching through the lens of our disadvantaged students and their needs. Ensuring that our teachers have accurate assessments of students' starting points, particularly their literacy and reading ability, will ensure that the quality of education planning is inclusive and designed to prioritise the needs of disadvantaged students. The intention is that strategies to ensure the progress of disadvantaged students improve, also enhance the progress of their non-disadvantaged peers. It also prioritises students' learning and progress in English and Maths with the aim of its impact reaching beyond these subject areas into students' wider curriculum learning experience. To lead this strategy and ensure it is implemented effectively we have added leadership capacity to the Senior Leadership Team to develop and embed the curriculum implementation aspects of the Quality of Education School Development Plan. Our external Pupil Premium Review conducted in Spring 2022 highlighted that our academic and pastoral support for disadvantaged students was positive and having some impact beyond the classroom. However bigger impact on student progress could be gained by ensuring the curriculum implementation was tailored to prioritise and meet disadvantaged students' needs within the classroom environment.

Our targeted academic support has prioritised additional support for those disadvantaged students who find accessing the main school environment a challenge, and the intention is through providing small group tutoring will ensure these students can access their full curriculum. Further targeted academic support aims to support the implementation of our whole school Reading Strategy to improve students reading for pleasure, disciplinary reading, widen students' vocabulary, thus enhancing their ability to access the curriculum, as well as supporting those disadvantaged and SEND

students whose reading is significantly below their chronological reading age and potentially a barrier to their learning.

As our pupil premium strategy has begun to demonstrate positive impact with regards to the progress of disadvantaged and SEND students in the classroom, we have started to shift our focus more onto wider strategies with the aim to address particular challenges such as attendance, mental health and well-being, and behaviour. These can often present more acute challenges for disadvantaged students leading to a more significant impact on their attainment and progress compared to their peers. To lead this strategy and ensure it is implemented effectively we have added leadership capacity to the Senior Leadership Team to develop and embed the leadership of Attendance and Behaviour and Attitudes.

Our aim is to be ambitious for all our students providing aspiration and challenge so that all students can realise our school vision and achieve success and value others. This ambition extends to students' curriculum intent, academic targets, personal development and character, which all require ambitious targets for attendance and engagement with school life. To realise this aim we must ensure our curriculum implementation is adapted to meet the needs of our disadvantaged and SEND students to the benefit of all students. We must use diagnostic academic and pastoral assessment evidence and methods to ensure our approaches are consistently applied for all students, with appropriate scaffolds of personalised support to meet individual students' needs.

To ensure our strategies are effective we will:

- Ensure our staff CPD prioritises strategies to adapt the curriculum implementation to meet the needs of disadvantaged and SEND students, as well as developing our trauma informed practice to foster positive relationships with students and a sense of belonging.
- Ensure that all of our procedures and actions are planned with a 'disadvantaged first' approach so that there is collective ownership, responsibility and accountability for the attendance and attainment and progress of disadvantaged students.
- Plan targeted academic and pastoral interventions in a timely manner to maximise their effectiveness and impact.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attainment and Progress</b></p> <p>As we emerged from the pandemic and have updated data, our external examination data in 2022 yielded an overall P8 figure of +0.02 with the progress of disadvantaged students at -0.93. Closer inspection of the data revealed that the P8 for disadvantaged students was significantly below national in the English and Humanities elements.</p> <p>In 2023, our external examination data yielded an overall P8 figure of -0.02 with the progress of Pupil Premium students at -0.69 and disadvantaged students at -0.87.</p> <p>In 2024, our external examination data yielded an overall P8 figure of 0.04 with a disadvantaged figure of -0.96. However, there was a significant cohort of disadvantaged students whose attendance was of significant concern. If this cohort is removed from this data the progress of disadvantaged students is -0.67 demonstrating the positive improvement and impact of the adaptative teaching strategies that we have deployed through the Quality of Education work. Whilst this remains a focus, the above clearly indicates that the attendance of students and particularly for disadvantaged students is now the barrier to further improvement in the attainment and progress for disadvantaged students.</p> <p>External and internal evidence indicates that this progress gap between disadvantaged students and non-disadvantaged students remains a challenge for all schools. English and Maths form the foundation of students' curriculum and progress in these areas can have an impact on student progress across other areas of the curriculum.</p>
2	<p><b>Students' ability to access the curriculum</b></p> <p>Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of literacy and reading comprehension than their peers. This impacts their progress in all subjects.</p> <p>From reading assessments conducted in September 2022:            For GCSE Class 2027, 46% of FSM students and 38% of non-FSM students have a reading age that is below their chronological reading age.            For GCSE Class 2026, 33% of disadvantaged students and 25% of non-disadvantaged students have a reading age that is below their chronological reading age.            For GCSE Class 2025, 42% of disadvantaged students and 18% of non-disadvantaged students have a reading age that is below their chronological reading age.</p>

	<p>From reading assessments conducted in September 2023:  For GCSE Class 2028, 38% of FSM students and 28% of non-FSM students have a reading age that is below their chronological reading age.  For GCSE Class 2027, 42% of disadvantaged students and 20% of non-disadvantaged students have a reading age that is below their chronological reading age.  For GCSE Class 2026, 31% of disadvantaged students and 20% of non-disadvantaged students have a reading age that is below their chronological reading age.</p> <p>From reading assessments conducted in September 2024:  For GCSE Class 2029, 40% of FSM students and 26% of non-FSM students have a reading age that is below their chronological reading age.  For GCSE Class 2028, 30% of disadvantaged students and 27% of non-disadvantaged students have a reading age that is below their chronological reading age.</p> <p>Our curriculum review processes including lesson observations, work scrutiny and student voice indicate that some students are experiencing difficulties in accessing the curriculum, most noticeably our disadvantaged and SEND students. This suggests that the curriculum implementation is not consistently effectively adapted in all areas of the curriculum to meet all students' needs. These findings are also supported by our external Pupil Premium Review as well as our recent Ofsted Inspection in July 2023.</p>
3	<p><b>Attendance</b></p> <p>Overall absence for students in receipt of free school meals (12.6%) was in the highest 20% of all schools in 2018/2019 as well as in 2017/2018. Persistent absence for students in receipt of free school meals (46.3%) was in the highest 20% of all schools in 2018/2019 as well as in 2017/2018.</p> <p>It is evident that the challenges of attendance increased due to the disruption to learning as a result of the Covid-19 pandemic, more significantly with our disadvantaged students.</p> <p>Overall absence in autumn 2020 for pupils in receipt of free school meals (11.1%) was in the highest 20% of all schools.</p> <p>The rate of overall absence in 2021/2022 was 10.5% and was the highest 20% of schools with similar levels of deprivation.</p> <p>The rate of overall absence in 2022/2023 was 9.1%.</p> <p>Whilst there was some improvement in 2023-2023, internal analysis of data for 2023-2024 and beyond suggests this improvement has not been sustained and attendance overall but particularly for disadvantaged students remains a priority for the school and the barrier to students' academic progress.</p>

4	<p><b>Mental health and well-being</b></p> <p>Our assessments, observations and discussions with students and families suggest that the education and well-being of many of our disadvantaged students have been impacted by the ongoing lasting effects of the partial school closures during the Covid-19 pandemic to a greater extent than for other students. These findings are backed up by several national studies. Our assessments, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about the need to catch up lost learning and exams/future prospects, the lack of enrichment opportunities and social interactions with peers during the pandemic and its lasting effects. These challenges particularly affect disadvantaged students, including their attainment and progress.</p>
5	<p><b>Behaviour and engagement with school life</b></p> <p>Our observations suggest that many students, particularly those who are disadvantaged, found the lack of continuity to learning as a result of the partial school closures during the Covid-19 pandemic particularly challenging, and struggle to manage their behaviour to the changing structures and routines. This has had a lasting impact on students' attitude towards school life and its routines resulting in a challenge to engage both students and parents/carers with the sense of belonging to the school community.</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
<p>Improved outcomes for disadvantaged students across the curriculum with particular emphasis on English, Maths and other EBACC subjects.</p>	<p>Our overall EBACC entry has steadily increased since 2019. For GCSE Class 2019 our overall EBACC entry was 51%, with 57% for non-disadvantaged and 23% for disadvantaged students. For GCSE Class of 2025 we have entered 84% overall, with 90% for non-disadvantaged and 65% for disadvantaged students.</p> <p>For GCSE Class 2019, the EBACC APS was 4.56 overall, with a score of 4.95 for</p>

	<p>non-disadvantaged compared to 2.83 for disadvantaged.</p> <p>For GCSE Class 2022, the EBACC APS was 4.72 overall, with a score of 5.02 for non-disadvantaged compared to 3.15 for disadvantaged.</p> <p>For GCSE Class 2023, the EBACC APS was 4.32 overall, with a score of 4.50 for non-disadvantaged compared to 3.13 for disadvantaged.</p> <p>For GCSE Class 2024, the EBACC APS was 4.55 overall, with a score of 4.84 for non-disadvantaged compared to 2.80 for disadvantaged.</p> <p>Our intention is for this strategy is to maintain a high EBACC entry for to ensure all our students have access to a broad and balanced curriculum in-line with our school vision.</p>
<p>Improved reading comprehension and narrowing of the reading age gap for disadvantaged students, particularly across KS3.</p>	<p>GL Reading Assessment evidence demonstrate improved reading and literacy and a narrowing of the reading age gap for disadvantaged students compared to their non-disadvantaged peers. Teachers are able to effectively use students' reading age information as a planning tool to support students' learning and progress across the curriculum.</p> <p>Targeted intervention accelerates the reading progress for our weakest readers to ensure they can fully access the curriculum and make academic progress.</p>
<p>To achieve and sustain improved attendance and punctuality for all students, particularly those who are disadvantaged.</p>	<p>Sustained high attendance in 2024/2025 and beyond as demonstrated by increasing attendance and decreasing persistent absence for disadvantaged students.</p>
<p>To achieve and sustain improved mental health and well-being for all students, particularly those who are disadvantaged.</p>	<p>Sustained high levels of well-being and sense of belonging as demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from Student Voice, Student Support Coordinator feedback, parental engagement and feedback, and teacher observations.</li> <li>• Improved participation and engagement with wider extra-curricular and enrichment</li> </ul>

	opportunities, particularly among disadvantaged students.
To achieve and sustain improved behaviour and attitudes for all students, particularly those who are disadvantaged.	<p>Sustained high levels of positive behaviour and attitudes as demonstrated by:</p> <ul style="list-style-type: none"> <li>• Quantitative data from lesson monitor scores on students' attitude towards learning and behaviour.</li> <li>• Qualitative data from Student Voice, Student Support Coordinator feedback, parental engagement and feedback, and teacher observations.</li> <li>• Quantitative data to support an improvement in the behaviour and attitudes of students through a reduction in suspensions and exclusions.</li> </ul>



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

Budgeted cost: £ [121,618]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of an additional Deputy Headteacher to add capacity to the senior leadership team to strategically lead the development of the curriculum intent and implementation across the school as well as attendance and behaviour and attitudes.</p>	<p>Research indicates that quality-first teaching has the biggest impact on student's progress, particularly for disadvantaged and SEND students. Adding leadership capacity to the Quality of Education priorities of the school will ensure adaptations to curriculum implementation to meet the needs of disadvantaged students and by extension all students will be embedded into classroom practice.</p> <p>National evidence indicates the growing issue regarding students' attendance to school, most noticeably for disadvantaged students. Adding leadership capacity to the Behaviour and Attitudes priorities of the school will ensure systems and procedures to promote attendance with students and parents/carers , as well as positive behaviour and rewards in school are developed and embedded, and will improve students attendance and sense of belonging across the school community.</p>	<p>1,2,3,4,5</p>
<p>Purchase of standardised GL Reading Assessment tests.</p> <p>Training will be provided for teaching staff to ensure assessments are interpreted correctly and teachers understand how to adapt their classroom practice to support and</p>	<p>Standardised reading tests can provide reliable insights into students' reading ability and their areas of strength and development. This will ensure students receive the correct support through curriculum implementation support in lessons or additional intervention and support for their reading and literacy.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2</p>

enhance students' reading and literacy.		
<p>Implementation of the Liverpool Reading Development Programme.</p> <p>Training will be provided for staff to understand the strategies to teach reading through phonics to weaker readers and how to adapt their practice to support these students to improve their reading skills.</p>	<p>Research indicates that reading comprehension strategies, alongside phonics are crucial components of early reading instruction. For weaker readers, a range of strategies can be effective but they require explicit teaching of phonics, decoding words, understanding the structure of language and vocabulary to be able to comprehend a text.</p> <p><a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/phonics">Phonics   EEF</a></p>	1,2,4
<p>Enhancement of our English and Maths teaching and curriculum implementation.</p> <p>We will fund additional teaching groups within Year 7 to reduce class sizes and improve student-teacher ratio to aid quality first teaching.</p>	<p>Reduced class sizes result in an increase in the one-to-one support and feedback that can be made available to disadvantaged students within lessons and thus improving quality first teaching.</p> <p><a href="https://educationendowmentfoundation.org.uk/reducing-class-size">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,4
<p>Enhancement of our in-lesson support as well as one-to-one intervention for our weakest readers.</p> <p>We will fund a Teaching Assistant to prioritise reading interventions and support across KS3.</p>	<p>Effective deployment of teaching assistants can have a large positive impact on students' progress. This Teaching Assistant primarily focuses on providing support for our weakest readers to ensure their reading skills make rapid progress and that students can access the learning and continue to receive the high-quality interaction from the subject specialist teacher.</p> <p><a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF</a></p>	1,2,4
<p>Implementation of Trauma Informed Practice CPD for staff to develop their understanding of students' social and emotional learning and how to support and</p>	<p>Social and emotional learning interventions seek to improve students' decision making, interaction with others and their self-management of emotions.</p> <p>Our aim is to establish a Trauma Informed and Restorative approach across the school which first begins with providing</p>	3,4,5

manage students' behaviour both in and out of the classroom in a positive and restorative approach.	staff with the understanding of students' needs and strategies to support their well-being and behaviour choices.  <a href="#">Social and emotional learning   EEF</a>	
---	--	--

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

Budgeted cost: £ [56,431]

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will fund an additional teacher who has experience teaching KS2 to deliver small group interventions and support students whose reading and literacy is significantly below expectations resulting creating significant barriers to them accessing the full school provision,	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4,5
Improving reading and literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.  We will fund our whole school Reading Strategy that prioritises 3 areas: Reading for pleasure; disciplinary reading across the curriculum, and use of reading assessment data to inform curriculum implementation.	Reading comprehension strategies can have a positive impact on developing student' vocabulary as well as their ability to understand a text and thus access the curriculum.  <a href="#">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a>  Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English.  <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	1,2,4

	Implementation of Reading Ambassador Programme to provide additional support for weaker readers through peer-tutoring.  <a href="#">Peer tutoring   EEF</a>	
Developing metacognitive and self-regulation skills in Year 11 students.  This will involve bespoke workshops provided by external providers and ongoing support for students throughout the year.	Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners.  <a href="#">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	1,4

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

Budgeted cost: £ [57,311]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.  We will add leadership capacity to implement our whole school attendance strategies including leading our EWAO and attendance support team.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	3,4,5
Providing a Summer School for disadvantaged students to aid their transition into secondary school.	Evidence suggests that summer schools can have a positive impact on students' progress when implemented with a combination of academic and extra-curricular enrichment opportunities.  <a href="#">Summer schools   EEF (educationendowmentfoundation.org.uk)</a>	3,4,5

Providing resources for disadvantaged students to remove students' barriers to learning and engagement with school life.	Some evidence suggests that provision of resources including school uniform leads to improved student behaviour and support students' motivation and engagement with the school culture and community. <a href="https://www.educationendowmentfoundation.org.uk">School uniform   EEF (educationendowmentfoundation.org.uk)</a>	3,4,5
Providing support for disadvantaged students to increase engagement and participation with extra-curricular and enrichment activities.	Some evidence suggests that providing opportunities for enrichment and extra-curricular alongside an academic component can improve students' aspirations and student outcomes. <a href="https://www.educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,3,4,5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5

**Total budgeted cost: £ [235,360]**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

Our external 2022 external examination data yielded an overall P8 figure of +0.02, with the progress of disadvantaged students at -0.93. Our external 2023 examination data yielded an overall P8 figure of -0.03, with the progress of disadvantaged students at -0.91. Whilst the above were not raised as statistically significant in our November 2022 or November 2023 Inspection Data Summary Report (IDSR), as a school we believe that more could be done to improve the progress of disadvantaged students and as such remains our main whole school priority for improvement for 2023-2024 and beyond. Our external 2024 external examination data yielded an overall P8 figure of +0.04, with the progress of disadvantaged students at -0.96.

The November 2022 IDSR indicated that the absence for disadvantaged students in autumn 2020 was in the highest 20% of all schools. The November 2023 IDSR indicated that the overall absence in 2021-2022 for all students was in the highest 20% of schools with similar levels of deprivation. Whilst there was nothing statistically significant about the absence of disadvantaged students in the November 2023 IDSR, attendance remained a whole school priority. Our internal data for the 2023-2024 academic year indicates that our KS4 cohorts whose secondary school transition was significantly impacted by the pandemic has the weakest attendance and is a growing concern. As such, we felt that whilst our strategic work in attendance and pastoral support was developing, more time was needed to embed the new systems before we could see a demonstrable impact. This work is ongoing from 2022-2023 and 2023-2024 we are now beginning to see some quantitative improvements to our attendance as a result.

Our external Pupil Premium Review that was finalised in spring 2022 indicated that as a school we are maximising the academic and pastoral additionality of support for disadvantaged students and having some positive impact as a result. However, it also indicated that greater impact on the progress of disadvantaged students could be achieved through a more effective adaptation of the curriculum implementation in lessons.

Our Ofsted Inspection in July 2023, whilst yielding a 'Good' judgement with many areas of strength, it did identify an area for improvement linked to the effectiveness of formative assessment strategies in lessons. This is to ensure all students build on their

learning securely, and teachers provide learning opportunities that help students know and remember more.

As a result, we adjusted our Pupil Premium Strategy for 2023-2024 slightly to take account of these findings. We feel that our strategy for the most part is sound and is having the desired impact, yet needed a longer period of time to embed into practice for us to see more demonstrable qualitative and quantitative impact. We are now seeing some of the positive impact of this work in some areas, particularly linked to quality of education. However, our evaluations have indicated that moving forwards a greater focus needs to be on prioritising attendance and behaviour and attitudes, as these are the largest barrier to our disadvantaged students' academic progress.

The information that follows details the impact of the 2023-2024 Pupil Premium Strategy for each area of our work.

### **Impact of Teaching Strategies in 2023-2024 Pupil Premium Strategy**

A significant proportion of our teaching strategy was devoted to the appointment of an additional Quality of Education Deputy Headteacher, to strategically lead the development of the curriculum intent and implementation across the school. The aim was to create sufficient capacity within the Senior Leadership Team to drive the improvements necessary in the quality of education, most significantly in the area of curriculum adaptation in its implementation to meet the needs of disadvantaged and SEND students. We have seen significant impact in this work as evidence by our external examination data as well as our recent Ofsted Inspection in July 2023.

We have maintained a Progress 8 for KS4 that indicates overall our students make national expected progress. The progress of disadvantaged students has remained largely the same over recent years, with the progress of disadvantaged students being -0.93, -0.91 and -0.93 in 2022, 2023 and 2024 respectively. However, in 2023-2024 we had a significant cohort of students, mainly disadvantaged, that failed to engage with school life due to significant attendance, social and emotional and medical needs. With this cohort removed from the data, the progress of disadvantaged students would improve to -0.67. This demonstrates the improved progress of disadvantaged students within the classroom and the positive impact of the Quality of Education focussed improvements around adaptive curriculum implementation.

*“Leaders accurately identify the needs of pupils with SEND. They routinely share information about pupils’ needs with teachers. Leaders have ensured that staff receive the training they need to meet the needs of pupils with SEND. This enables pupils with SEND to learn alongside their peers and achieve well.” (Ofsted July 2023)*

Another strategy included the purchasing of GL Reading Assessments to provide diagnostic information regarding students' reading ages, decoding ability and reading comprehension skills. This information was provided to all teaching colleagues along

with focussed CPD, to support them in their curriculum implementation adaptations for students to ensure the materials used were accessible for all students.

We made use of a reduction in class sizes in Year 7 English and Maths by funding additional teaching groups thus improving the student-teacher ratio to aid quality first teaching. This was aimed to ensure students who started their secondary school education with low SAT scores and thus potentially lacked the prior knowledge and skills to access the curriculum, were supported to make rapid progress. Some internal assessment evidence would indicate this has had a positive impact, however this improvement could be as a result of more consistent learning as a result of the return to more normal ways of working. As a result of analysis of student progress data and staff feedback, we have decided to re-deploy this strategy into Year 7 for 2024-2025. This is to provide more effective curriculum adaptation for students who start Year 7 having achieved significantly below the KS2 SAT score of 100 and thus would struggle to access the wider curriculum.

### **Impact of Targeted Academic Support Strategies in 2023-2024 Pupil Premium Strategy**

A significant proportion of this strategy was devoted to the implementation of School Led Tutoring (SLT) as part of the National Tutoring Programme. We offered tutoring allowance as per our allocated SLT fund and subsidised this with a recovery premium. We prioritised our Year 7 disadvantaged students in the SLT offer and supported student's attendance by subsidising transport costs where required. In order to ensure students and parents/carers engaged with this strategy, we employed a 'Catch-Up Coordinator to monitor and support its implementation. This has resulted in improved engagement with parents/carers and the school of those involved, improved students attitude towards learning, confidence and overall engagement with school life. For GCSE Class 2028, 19 students engaged with the English tutoring of which 7 were disadvantaged, and 20 students engaged in the Maths tutoring of which 10 were disadvantaged. The information below captures the impact of this SLT offer that was delivered in 2023-2024. It illustrates the percentage of students who engaged in the tutoring that at least met their expected end of year progress target for GCSE Class 2028.

Subject	% of students (ALL)	% of students (disadvantaged)
English	74	71
Maths	60	50



The above illustrates that whilst this strategy did have some positive impact, it was not as significant as we have previously experienced with the SLT strategy. Thus moving forwards, additional support will be provided through in-school interventions and support by staff that students work with more frequently and have a stronger relationship with.

In addition to the SLT strategy, we provided targeted support for students reading and literacy. Research suggests that students' vocabulary and reading ability has a profound impact on their ability to access the curriculum and thus their academic progress. We have expanded our original strategy to devise a whole school Literacy and Reading Strategy. This work was developed in 2021-2022, and implemented in 2022-2023 and 2023-2024.

Our Whole school Reading Strategy prioritised 3 areas: Reading for pleasure, disciplinary reading across the curriculum, and use of reading assessment data to inform curriculum implementation. To support the implementation of this strategy we funded an additional teacher who has experience in teaching KS2 to deliver small group interventions and support students whose reading and literacy is significantly below expectations and whose needs are a real barrier to accessing the full school provision. We also funded an additional Learning Resource Centre staff member to support the effective implementation reading for pleasure and the promotion of reading and literacy across the school.

In 2022-2023 and 2023-2024, we focussed these strategies in KS3 and have evidence to suggest that these strategies are having a positive impact on students' reading, literacy and ability to access the curriculum.

Upon analysis of from the GL Reading assess we found the following positive impacts on students' reading in terms of the reading age being at or above their chronological reading age from the start of the academic year compared to the end:

Cohort	% At or above at start (ALL)	% At or above at end (ALL)	% At or above at start (Disadvantaged)	% At or above at end (Disadvantaged)
GCSE Class 2028	70	78	68	79
GCSE Class 2027	77	84	63	78

From the GCSE Class of 2026, we identified 69 students whose reading age was below their chronological reading age at the start of the year, of which 19 were

disadvantaged. At the end these figures improved to 20 students overall of which 8 were disadvantaged.

From the GCSE Class of 2025, we identified 67 students whose reading age was below their chronological reading age at the start of the year, of which 23 were disadvantaged. At the end these figures improved to 12 students overall of which 6 were disadvantaged.

Taking all of this quantitative analysis into account, there has been an improvement in the percentage of students whose reading is above their chronological age. In addition to the external outcomes across the school, we now have quantitative evidence of impact of our strategies. However, it recognised that more targeted support is required for our weakest readers so that they can catch-up and have full access to the curriculum. This will be a priority for this strategy in 2024-2025 and led through the Quality of Education School Development Plan.

We also provided targeted academic support for GCSE Class 2022, GCSE Class 2023 and GCSE Class 2024 when in Year 11 to develop their metacognitive and self-regulation skills. This included funding workshops led by external providers and resources to develop and aid students' independent study. These had a positive impact as evidenced by our external GCSE outcomes from summer 2022, with an overall P8 figure of +0.02 as well as the fact that 100% of our cohort achieved at least 4 GCSE or Level 2 qualifications in 2022. For this reason, we continued to implement this strategy in 2022-2023. Our GCSE Outcomes for summer 2023 yielded an overall P8 figure of -0.02 and we continued to support and engage 100% of our cohort with their qualifications in 2023. Whilst our GCSE Outcomes for summer 2024 yielded an overall P8 figure of +0.04, unfortunately there was a significant minority, primarily disadvantaged students, who did not engage with school life and achieve qualifications in 2024. As such moving forwards our priority for this strategy will shift from adaptive curriculum implementation to prioritising attendance and behaviour and attitudes even further.

### **Impact of Wider Strategies in 2023-2024 Pupil Premium Strategy**

It has been nationally recognised that the attendance of students, particularly vulnerable students, following the pandemic remains a real challenge for all schools. One of our wider strategies for the pupil premium fund in 2021-2022, 2022-2023 and 2023-2024 was to fund additional support staff in our Attendance and Pastoral Student Support teams. The additional staff in our Attendance Team has allowed us as a school to develop more robust attendance and truancy mechanisms. Our additional staff in our Pastoral Student Support Team has allowed us to create a Learning Resource Centre to support students whose mental health and well-being is such that they require bespoke arrangements to facilitate their learning.

Our attendance for 2021-2022 was 89.0% and 80.0% for students in receipt of FSM. The national attendance figures for this same academic year were 89.7% for overall and 84.9% for students in receipt of FSM. Our attendance for 2022-2023 was 90.8% and 81.5% for students in receipt of FSM. The national attendance figures for this same academic year were 90.7% for overall and 85.3% for students in receipt of FSM. Thus, we began to see the impact of this strategic approach to attendance and pastoral support for students, with the overall attendance and FSM attendance improving in 2022-2023. As such we continued to implement this strategy in 2023-2024.

Our attendance for 2023-2024 was 89.2% and 76.9% for students in receipt of FSM. The national attendance figures for this same academic year were 90.8% for overall and 85.4% for students in receipt of FSM. As the above indicates, our strategy has not had the sustained impact that we would hope for and as such significant additional strategic and operational capacity has been planned for 2024-2025 to address this challenge.

Another wider strategy we deployed was a summer school for our new Year 7 intake ahead of them starting their secondary school journey. We liaised with our partner primary schools to invite our vulnerable students to attend this summer school to enable them to become more familiar with some key staff to aid their transition into Year 7. This provision was in place in summer 2022, 2023 and 2024. It is difficult to quantify the impact of this summer school in terms of the students' attendance to school, as it is unclear as to whether or not this would have remained unchanged as a result of this support. Nevertheless, the qualitative feedback from students, parents/carers and staff was positive, and the students involved have successfully engaged with the curriculum and started their secondary school journey.

Finally, we devoted some of our pupil premium fund to support disadvantaged students in terms of providing extra support for enrichment and resources to aid their learning and independent study. We believe it is important to remove barriers to learning and opportunities for all students, particularly those who are disadvantaged and so will continue to offer this support in 2024-2025.

## 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