



Pupil Premium Lead	Nicola Welch
Governor Lead	Lynda Walker

	Amount
Pupil Premium funding allocation this academic year	£261,375
Recovery Premium funding allocation this academic year	£71,617
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£332,992

Challenges

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

Challenge number	Detail of challenge
1- Attainment and Progress	The overall attainment and progress of disadvantaged pupils is generally lower than that of their

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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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4 with a focus on English, Maths and vocational subjects.	<p>By the end of our current plan in 2024/25, the outcomes for 50% or more of disadvantaged pupils will match or exceed their subject target.</p> <p>2024/25 KS4 outcomes demonstrated that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> National average for attainment for most pupils English and maths 5+ scores in line with similar schools Positive progress in English and maths when compared to disadvantaged pupils in similar schools
Improved engagement from parents, supporting the academic success of their child.	Teacher and pastoral reports suggest parents are more engaged with pupils' learning, parents' conversations focus on the support they can offer to improve academic success and raise future aspirations.
To achieve and sustain improved attendance for our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantage pupils and their non-disadvantaged peers being reduced by 2%. the percentage of all pupils who are persistently absent being below 13% and the figure among disadvantage pupils being no more than 10% higher than their peers
Improved assessment of needs for disadvantaged pupils who are not high-level concern.	A range of robust diagnostic assessments will be used to develop a proper understanding of disadvantage on learning. Teachers will be better able to understand the causes of underachievement linked to disadvantaged, e.g., oral language, background knowledge, limited self-regulation skills.
To achieve and sustain improved vocabulary among disadvantaged pupils across KS3.	<p>Sustained high levels of Tier 2 vocabulary used from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> Pupils showing through written work and oral conversations a greater ability to explain/and or articulate their ideas in detail. Better progress demonstrated because assessments indicate a greater awareness and understanding of the Tier 2 vocabulary.
Improved metacognition and self-regulatory skills	Teachers explicitly teach metacognition within their subject domain.



among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are better independent learners and can use self-regulation skills to improve their learning.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	<p>Ongoing training for staff on mental health and wellbeing, so that they recognise and address concerns at the earliest stage possible.</p> <p>Deliver wellbeing and mental health training within our Safeguarding/CPE curriculum.</p> <p>Clear and well publicised routes of referrals to qualified counsellors.</p>



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: £252,992

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide on-going CPD to embed the Cornerstones of Teaching and Learning.	Effective teaching leads to better outcomes. To address educational disadvantage pupils must receive high-quality teaching,	weacio3qa24.14BT/TT0 1 Tf0 Tc 0 Tw81 02BT/TT02e0.5 (c)8

	Metacognition and Self-Regulated Learning Guidance Report	
Identify which diagnostic assessments will be the best at giving diagnostic information to support teaching.	The EEF evidence suggests that diagnostic assessments provide useful insights into pupil learning and when used effectively they can indicate areas of development: EEF Diagnostic Assessment - Evidence Insights	4, 7

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

Budgeted cost: £30, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage with the National Tutoring Programme to provide tutoring for pupils, whose education was most impacted by the pandemic.	Small group tutoring according to the EEF's Teaching and Learning Toolkit, has an average impact of +4 months additional progress for pupils. Small group tutoring is defined as one teacher or trained tutor working with two to five pupils. Small group tutoring is most effective if it is targeted at pupils' specific needs: Small group tuition/EEF Teaching and Learning Toolkit	1
Support Post-16 students to secure their GCSE Maths and/or English at Grade 4 or above.	An individualised approach to learning, which meets the different needs of learners can be effective. The EEF's Teaching and Learning Toolkit suggests that on average, individualised instruction approaches have an impact of +4 months additional progress: Individualised instruction for post-16 students	1

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

Budgeted cost: £50, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use targeted support from outsourced counsellors to address the well-being needs of pupils.	The guidance on promoting children and young people's mental health and wellbeing recognises a child's emotional health and wellbeing influences their cognitive development and learning: Promoting children and young people's mental health and wellbeing	4
Review current practice for addressing attendance so it is in line with the principles set out in DfE's Improving school attendance document. Staff will receive release time to update and implement any new procedures.	The DfE guidance sets out principles to underpin an effective whole school strategy for attendance.	5
Provide financial support to disadvantaged pupils so that they can still access enrichment activities beyond the classroom; obtain appropriate resources beyond the classroom.	Based upon our experience, we require access to funding so that we can quickly respond to needs, which are not yet been identified.	2

Total Budgeted Cost: £332,992

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continues to be a priority for this strategy. Attendance is still a challenge and more needs to be done to address the issues faced by pupils. Attendance is a school wide focus, so early intervention is a priority.

Externally provided programmes

Programme	Provider