

# Pupil premium strategy statement – Sir William Romney’s School

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

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

## School overview

Detail	Data
Number of pupils in school	499
Proportion (%) of pupil premium eligible pupils	23.2%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Will Ruscoe Headteacher
Pupil premium lead	Rob Skipp Deputy Headteacher
Governor / Trustee lead	Anna Herbert Chair of Local Governing Boad

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,967.08
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£132,967.08

# Part A: Pupil premium strategy plan

## Statement of intent

Sir William Romney's School aims to provide a curriculum which actively seeks to improve the life chances of all our students, addressing any inequalities and barriers that are present and allowing all students to realise their true potential. We are a school that is proud to be truly comprehensive, and that is fully committed to closing the gap of progress and attainment levels between disadvantaged students and those of the national average of non-disadvantaged students. We aim to do this by the high-quality teaching of an ambitious, rich and broad curriculum that ensures students become highly literate, confident learners. We ensure curriculums explore life beyond school and we aim to provide a wide range of trips and visits for all year groups to instil aspiration and motivate each and every student to strive for excellence.

Our facilitation of the best outcomes for our disadvantaged students is guided by the following principles, as part of a holistic approach rooted in research. We work to:

- Promote a whole school strategy which encourages all staff to promote the achievements and successes of disadvantaged students.
- Ensure that students receive quality first education in calm and focussed classrooms, and are challenged to be the best versions of themselves. This has been found to be the most effective method of improving outcomes.
- Acknowledge that all students are unique and the barriers to them reaching their potential are specific to them. We value positive relationships with our students and their families which support us to identify these barriers and provide the most effective learning environment possible.
- Address barriers to attendance to ensure our students feel safe, valued and happy as part of our school community, and so attend school regularly and on time.

## Challenges

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

Challenge number	Detail of challenge
1	The progress of disadvantaged learners as a group is lower than that of the non-disadvantaged learners
2	The attendance of disadvantaged learners as a group is lower than that of the non-disadvantaged learners
3	Our disadvantaged learners can have low literacy skills and are more likely to live in homes with limited literacy resources.
4	Our disadvantaged students have a lower engagement with wider curricular opportunities and as a result their accumulation of cultural capital and aspirational goals can be limited.
5	Parents of some of our disadvantaged students are less engaged with their children's learning and some do not have a quiet place to work or access to relevant resources and equipment.
6	Our disadvantaged students engage less effectively with quality first teaching.
7	Some of our disadvantaged students experience low-self-esteem, poor mental health, and aspirations

## 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
1. <i>Quality first teaching in all classrooms with a focus on ensuring adaptive teaching strategies are implemented and that high quality, impactful feedback is embedded.</i>	<p>Our adaptive teaching strategy(S.T.R.I.V.E) will be evident in all lessons so that barriers to learning are effectively addressed.</p> <p>A whole school approach to assessment and feedback will be evident through student voice and book looks.</p> <p>The gap in attainment and progress between disadvantaged and non disadvantaged students will narrow</p>
2. Attendance levels are increased across all years for disadvantaged learners.	The attendance gap of disadvantaged students' overall attendance to narrow with that of their peers demonstrating a rising trend in the number of sessions attended by disadvantaged students,
3. Literacy weaknesses are addressed through effective classroom practice and intervention where appropriate.	<p>Systematic tracking of reading ages will ensure students who are in need of intervention are identified and intervention put in place.</p> <p>Following targeted intervention (That reading thing) reading ages will be brought in line with chronological ages to help students access and be successful in the wider curriculum.</p> <p>Our S.T.R.I.V.E strategy will ensure that literacy is addressed and developed in class also.</p> <p>A school wide promotion of vocabulary through our 'Power of Words' programme will place development of tier 2 and 3 vocabulary at the heart of our curriculums and this will be evident through our QA processes.</p>
4. The number of NEETs in our Disadvantaged cohort will reduce. Disadvantaged students are provided with a wide range of cultural capital opportunities as well as a range of experiences to better prepare them for post 16 and beyond.	<p>Our '11 by 11' pledge will have been embedded across the school and successfully being delivered through our Futures and Enrichment days.</p> <p>Engagement in these will be tracked to ensure our disadvantaged cohort is benefiting from this wide range of experiences.</p> <p>A continued promotion of extra-curricular opportunities and a subsidising of costs will ensure attendance and engagement by our disadvantaged cohort continues to increase.</p>
5. Parents and carers are actively engaged in their child's education.	Attendance of parents and carers at whole school events such as information evenings and parents' evenings will be tracked. Disadvantaged parents/carers will be encouraged and supported to attend.
6. As part of our behaviour policy, all students are awarded and celebrated for engaging in the school and their learning.	<p>Improved attitudes to learning for disadvantaged students.</p> <p>Reduced number of disadvantaged students referred to the reset room</p> <p>Reduced number of suspensions for disadvantaged students.</p>
7. Mental health and wellbeing of our disadvantaged students improves	<p>Increased capacity for mental health and wellbeing support for disadvantaged students</p> <p>Attitude to learning data will evidence a rising trend for disadvantaged students.</p> <p>Student voice will evidence improvements in mental health from disadvantaged students</p>

## Activity in this academic year

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

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

Budgeted cost: £ 53186 (40%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ongoing CPD throughout the year to explore effective Adaptive Teaching Strategies through our S.T.R.I.V.E.strategy - through a Triad model</i>	Evidence from the Education Endowment fund, and a wide body of research (e.g. Rosenshine 2012) acknowledge that developing high quality teaching and learning is the most effective method of driving progress for disadvantaged students. Adaptive Teaching looks to address individual barriers for all students, whilst often considered in the filed of SEN, it is equally important in addressing the barriers of PP students. <a href="#">EEF blog: Moving from 'differentiation' to 'adaptive teaching'   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,6
<i>Ongoing CPD on effective development of literacy in the classroom</i>	Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk ) Reading comprehension strategies are high impact (+6 months). Our 'Power of Words' approach acknowledges that many students will not have the breadth of vocabulary needed to flourish in a curriculum. It draws on EEF's 'Developing Literacy in Secondary Schools' <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4?utm_source=/education-evidence/guidance-reports/literacy-ks3-ks4&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=developing%20literacy">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4?utm_source=/education-evidence/guidance-reports/literacy-ks3-ks4&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=developing%20literacy</a> where recommendations 1 and 2 are both about vocabulary and disciplinary literacy.	1,2,3,6
<i>Ongoing CPD on effective feedback practices</i>	Studies show that effective feedback can have up to 6+ months of additional progress. A whole school approach will benefit all students but "There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils" <a href="#">Feedback   EEF (educationendowmentfoundation.org.uk)</a> As such, our whole school policy that was introduced in 2024 is written around the EEFs recommendations of impactful feedback. <a href="#">Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</a> and CPD is planned around ensuring each of the recommendations is implemented effectively.	1,2,6

<i>Additional staffing of a specialist Maths teacher to allow for effective grouping to maximise support.</i>	<p>Svane et al. (2023) completed a systematic review of literature on maths intervention that drew positive correlations between numeracy intervention and attainment across other subjects.</p> <p><a href="https://www.researchgate.net/publication/376488734_A_systematic_literature_review_of_math_interventions_across_educational_settings_from_early_childhood_education_to_high_school">https://www.researchgate.net/publication/376488734_A_systematic_literature_review_of_math_interventions_across_educational_settings_from_early_childhood_education_to_high_school</a></p>	1,2,6
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 46,539 (35%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a Pupil Premium Champion to ensure staff are familiar with PP students and the barriers they face and that key strategies are promoted. Works alongside SLT Lead on Pupil premium and meets regularly with identified students.	<p><a href="#">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a>– teaching is the top priority, including CPD and ensuring all staff are aware of the key strategies being used.</p> <p>Successful schools “have clear, responsive leadership” Supporting the attainment of disadvantaged pupils - GOV.UK (www.gov.uk) EEF Implementation Guide states that “school leaders play a central role in improving education practices through high quality implementation” by “defining both a vision for, and standards of desirable implementation” This role ensures this happens effectively.</p>	1,2,4,7
<i>Provision of an early intervention reading programme that improves students’ confidence with literacy, comprehension and reading ages. Delivered in one to one sessions by two trained TAs.</i>	<p>EEF’s ‘Developing Literacy in Secondary Schools’ <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4?utm_source=/education-evidence/guidance-reports/literacy-ks3-ks4&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=developing%20literacy">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4?utm_source=/education-evidence/guidance-reports/literacy-ks3-ks4&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=developing%20literacy</a></p> <p>Recommends ‘high quality literacy interventions’ and we have adopted ‘That Reading thing’ a programme designed for older readers that will engage our reluctant students more than the primary style lessons they are likely to have received previously. Impact of the programme can be found here <a href="#">Greg Brooks’ Evaluation of TRT – That Reading Thing</a></p>	3
<i>Weekly Academic mentoring for identified students to address gaps in knowledge across a range of subjects. (Prioritising English and Maths)</i>	<p>EEF states that one to one mentoring has potential high impact for moderate costs.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> especially when tied to the curriculum of the school. Our in house academic mentoring allows us to ensure that the support is targeted to gaps we have identified.</p>	2,3,6,7

<i>One to one Careers Guidance to ensure all students have plans in place for their next steps</i>	As an 11-16 school we are committed to ensuring all our students are fully prepared and supported for their next steps. Research shows that effective careers guidance can impact not only academic outcomes but social outcomes too. In particular self confidence and maturity. Careers education   EEF ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	4,6,7
<i>Dedicated Numeracy Teaching assistant to provide 1:1 and small group intervention, and support in extracurricular revision sessions.</i>	Svane et al. (2023) completed a systematic review of literature on maths intervention that drew positive correlations between numeracy intervention and attainment across other subjects.	1,6,7
<i>Enhanced transition for identified Year 7 students (1 additional day) and additional parental meeting</i>	<a href="#">Dotterer and Wehrspann (2016)</a> highlight the positive correlation between increased parental engagement and increased attitude to learning and academic achievement. Working with Parents to Support Children's Learning   EEF ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) Evidence from the EEF's Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	

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

Budgeted cost: £ 33,242 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Time given to HOY to focus on PP students and outreach to parents- a key focus of their role this year	EEF toolkit – Parental engagement <a href="#">New guidance report published: Working with Parents to Support...   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</a> Evidence from the EEF's Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.  As a result our HOY have been given additional time this year and will use this to focus on liaising with PP students and home.	2, 5, 6,7
<i>Aspiration Mentoring by our PP champion for identified students in Key Stage 3</i>	<a href="#">Mentoring   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</a> Evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.	5, 6,7,



<i>Mentoring by SLT for identified KS4 students whose engagement with school is not conducive to success.</i>	<b>Mentoring   EEF</b> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) Evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.	2,6,7
<i>Promotion of reading and development of ambitious vocabulary through curriculum planning and delivery</i>	Reading comprehension strategies   EEF ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) Reading comprehension strategies are high impact (+6 months). Our 'Power of Words' approach acknowledges that many students will not have the breadth of vocabulary needed to flourish in a curriculum. It draws on EEF's 'Developing Literacy in Secondary Schools' <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4?utm_source=/education-evidence/guidance-reports/literacy-ks3-ks4&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=developing%20literacy">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4?utm_source=/education-evidence/guidance-reports/literacy-ks3-ks4&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=developing%20literacy</a>	3
<i>Implementation of our 11 by 11 programme to ensure all students receive 11 key experiences linked to Careers and Enrichment-Futures days and Enrichment days</i>	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Student surveys reflect greater enjoyment and engagement in school as enrichment activities offer children a context for learning and a stimulus to trigger their interest.	4,6,7
<i>Provision of homework club twice per week</i>	EEF Teaching and Learning toolkit highlights that: 1) Homework has a positive impact on average (+5 months), particularly with pupils in secondary schools. 2) Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils)  <a href="#">Fan et al. (2017)</a> produced a meta-analysis that showed a positive relationship between engagement with homework and academic achievement.	5,7
<i>The provision of a free, weekly minibuss service to provide transport home for students following extracurricular clubs, including homework club.</i>	EEF Teaching and Learning toolkit highlights that: Homework has a positive impact on average (+5 months), particularly with pupils in secondary schools. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils)  <a href="#">Fan et al. (2017)</a> produced a meta-analysis that showed a positive relationship between engagement	4,5,6,7
<i>A proactive approach to ensuring parents of PP students are aware of our</i>	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Student surveys reflect greater enjoyment and	4,5

<i>trips and visits subsidisation to maximise attendance on trips by disadvantaged students</i>	engagement in school as enrichment activities offer children a context for learning and a stimulus to trigger their interest. EEF – sports participation increases educational engagement and attainment. EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.	
<i>Support with uniform costs and materials needed to access the curriculum. (E.g Art equipment/ Ingredients for DT Food lessons etc)</i>	Maslow's Hierarchy of Needs - Simply Psychology “When a deficit need has been 'more or less' satisfied it will go away, and our activities become habitually directed towards meeting the next set of needs that we have yet to satisfy. These then become our salient needs.” It is crucial that physiological needs are met if we hope for students to focus on growth and development academically.	4,6,7
<i>Subsidised Music lessons for disadvantaged students who show aptitude/ desire.</i>	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Student surveys reflect greater enjoyment and engagement in school as enrichment activities offer children a context for learning and a stimulus to trigger their interest. EEF – sports participation increases educational engagement and attainment. EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.	4,7
<i>Provision of snacks at break (in addition to Free School meal) to account for a later lunch following a change to the school day.</i>	Maslow's Hierarchy of Needs - Simply Psychology “When a deficit need has been 'more or less' satisfied it will go away, and our activities become habitually directed towards meeting the next set of needs that we have yet to satisfy. These then become our salient needs.” It is crucial that physiological needs are met if we hope for students to focus on growth and development academically.	4,7
<i>Direct funding of resources for disadvantaged students</i>	Acknowledging the importance of identifying the specific needs of individual disadvantaged students ( <a href="#">Gross 2021</a> ), some PP funding will be used to remove barriers outside of the scope of this strategy.	4,6,7
The Year 7 BBQ is an annual event that invites new parents into our school community, fostering positive working relationships between staff and parents.	<a href="#">Dotterer and Wehrspann (2016)</a> highlight the positive correlation between increased parental engagement and increased attitude to learning and academic achievement. Working with Parents to Support Children's Learning   EEF ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) Evidence from the EEF's Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	5,

**Total budgeted cost: £ 132967**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Review of previous 3 year plan

##### **Challenge 1 - The progress of disadvantaged learners as a group is lower than that of the non-disadvantaged learners**

*The progress of disadvantaged students has improved for 2 consecutive years. In 2023/24 the gap decreased by 0.18 and in 2022/23 it decreased by 0.29. However, the percentage of disadvantaged students achieving 5+ and 4+ in English and maths continues to be a focus moving into this new strategy as this is significantly below our non PP cohort. (A gap of -20%) Our PP cohort enter SWR with significantly lower literacy and numeracy scores than non PP but we remain committed to addressing these barriers early and maximising their chances of achieving these crucial qualifications.*

*In 2023, 2 PP students were NEET despite significant work with a transition mentor. They went straight into employment but with no training element. Our latest data shows that all of our students last year progressed to post-16 destinations, whether that be further education, employment or training and initial data is showing there are no PP NEETs for last year's cohort.*

*In our Current Year 11, all PP students have been prioritised for careers advice and 1/17 have received additional support from a transition mento*

##### **Challenge 2 - The attendance of disadvantaged learners as a group is lower than that of the non-disadvantaged learners**

*The establishing of our graduated approach to attendance means that our staff are acutely aware of the importance of good attendance and are clear what role they play in this regard, informed by regular staff briefings. Our tutor team consult with students and their families in their tutor group as a first intervention before concerns are escalated, where necessary, to the head of year and subsequently school welfare office. The school has a good working relationship with Gloucester Education and Inclusion, and Early Help Coordinator, and draw on the support available as appropriate. Heads of Year run attendance workshops with students who are persistently absent, with the aim of developing a positive ethos to good school attendance.*

*The average total attendance of our PP students has remained around 89% for the past 2 years and we continue to tackle this relentlessly.*

	Overall Attendance	
	2022-23	2023-24
All PP	89.06%	88.95%
Current Year 8		86.67%
Current Year 9	91.47%	91.83%
Current Year 10	92.08%	89.24%
Current Year 11	92.16%	88.39%
Current Year 12	82.40%	

*The gap in average attendance of our persistently absent PP students and persistently absent non PP students has narrowed by 3.54%.*

	2022-23	2023-24	
PA all	73.36%	74.98%	
PA PP	79.60%	77.68%	
Gap	-6.24%	-2.70%	+3.54%

*In term to term comparisons, PP student attendance has increased in all year groups but we continue to drive improvements here through the interventions outlined in this year's strategy.*

	2022-2023		2023-2024		2024-2025	
	No of students	Term 1	No of students	Term 1	No of students	Term 1
Attendance -Total	533	91.06%	532	91.48%	515	93.64%
PP	74	93.09%	110	88.79%	121	92.29%
PP Year 7	20	96.46%	27	88.77%	25	92.92%
PP Year 8	17	92.09%	24	91.19%	29	92.20%
PP Year 9	16	93.88%	19	92.27%	26	92.64%
PP Year 10	21	90.02%	17	92.14%	19	93.72%
PP Year 11	0	0	23	81.37%	18	89.47%
PA PP	20		44	40.00%	25	20.66%

### **Challenge 3 - Our disadvantaged learners can have low literacy skills and are more likely to live in homes with limited literacy resources.**

*Literacy and Oracy is a cornerstone of the pillars of the SWR curriculum, with all subject areas reviewing how this pillar is embedded into their curriculum models to ensure that the development of reading is an explicit part of each subject's curriculum. Key vocabulary is taught explicitly, and teachers have been provided training in how to do this effectively. Key vocabulary is communicated through our curriculum maps that are on our website and regularly visited through tutor times.*

*In 2023/24 every PP student was provided with a £10 book voucher for a local book shop and a pop up event in school ensured they all spent this on a book of their choice.*

*All students are tested on Entry for Reading age and this allows us to identify students who require further intervention. Our reading interventions are highly impactful. Pupil premium students in Years 8 and 9 made between 6 and 26 months progress when placed on a were placed on a programme of precision teaching over 8 weeks. We continue to use this with students who require reading intervention and have also started to use 'That reading thing' and will monitor as we move into this new phase of the strategy.*

### **Challenge 4 - Our disadvantaged students have a lower engagement with wider curricular opportunities and experiences of cultural capital**

*Currently, the participation of our disadvantaged and non-disadvantaged students is comparable. Our pupil premium funding ensured that all students were able to engage with educational trips and visits, irrespective of financial position. Since December 2023 we have seen an increase in the percentage of PP students attending clubs in most year groups with 100% of PP students in Years 8 and 11 having attended one or more extra- curricular clubs regularly.*

*We have a 'diner club' aimed specifically at PP students where ingredients are provided and students are taught various dishes. We have also recently held a series of African Drumming workshops specifically for our PP students in our commitment to cultural capital, diversity and inclusivity.*

	December 2023		July 2024	
Year	Whole School	PP	Whole School	PP
7	69%	57%	69%	72% (inc+)
8	71%	81%	60% (dec-)	100% (inc+)
9	33%	43%	36% (inc+)	0% (dec-)

<b>10</b>	58%	46%	58%	55% (inc+)
<b>11</b>	64%	50%	64%	100% (inc+)

*PP students also engage with leadership roles in the school however the comparability of this to non-PP is variable between year groups and we continue to explore ways of maximising opportunities for PP students to take on these roles.*

	<b>December 2023</b>		<b>Summer 2024</b>	
<b>Year</b>	<b>Whole School</b>	<b>PP</b>	<b>Whole School</b>	<b>PP</b>
<b>7</b>	8%	14%	10% (inc+)	14%(dec-)
<b>8</b>	36%	33%	23% (dec-)	0% (dec-)
<b>9</b>	16%	0%	23% (inc+)	0%
<b>10</b>	25%	17%	27% (inc+)	18% (inc+)
<b>11</b>	31%	30%	30% (dec-)	40% (inc+)

*The percentage of PP students who have been on a trip with the school remains in line with Non-PP students. We continue to explore ways of increasing this further and our introduction of our 11 by 11 pledge will ensure that all students have access to trips ranging from visits to University to theatre trips. Moving forwards we will forensically track and monitor the engagement of our PP students in our pledge of 11 by 11.*

**Challenge 5 - Parents of our disadvantaged students are less engaged with their children's learning and a home without a quiet place to work or access to relevant resources and equipment.**

Engagement with home learning from our PP students has seen an improvement over the past 2 years as evidenced in homework grades. This can be linked to a revised approach to homework including more app based activities and our continued offer of a homework club 2 nights a week.

	2022-23		2023-24	
<b>Year of entry to the school</b>	% PP students receiving 4/5 in Homework	% PP students Receiving 1 in Homework	% PP students receiving 4/5 in Homework	% PP students Receiving 1 in Homework
<b>2023 (Current Year 8)</b>			7	7

2022 (Current Year 9)	52	0	29	8
2021 (Current Year 10)	47	5	26	0
2020 (Current Year 11)	53%	6%	6%	12%
2019 (Current Year 12)	36	8	48	0

We acknowledge that the communities we serve include rural areas where public transport may be less available or reliable. Due to this we offered a hybrid parents evening model, with 50% of parents evening taking place online and 50% in school. This facilitated a greater number of our disadvantaged families to engage with their children's learning. Information evenings for all year groups informed parents and carers about the most effective ways to support their children with their education. This included a masterclass on using ClassCharts which empowered parents carers and students to live-monitor successes and areas for development in their attitude to learning. Our pro-active approach to parent tutor evenings also ensures that we make appointments with a PP first approach – reaching out to the parents of our disadvantaged students and giving them priority bookings for our parent teaching meetings.

#### **Challenge 6 - Our disadvantaged students engage less effectively with quality first teaching.**

*Attitude to learning grades for our PP students have improved in almost all year groups during this strategy.*

	2022-23		2023-24	
Year of entry to the school	% PP students receiving 4/5 in A2L	% PP students Receiving 1 in A2L	% PP students receiving 4/5 in A2L	% PP students Receiving 1 in A2L
2023 (Current Year 8)			0	4
2022 (Current Year 9)	0	4	4	4
2021 (Current Year 10)	21	5	0	0

2020 (Current Year 11)	29	6	6	12
2019 (Current Year 12)	12	4	8	4

*In particular there has been a significant decrease in the number of students in our current Year 10 and 11 cohort deemed to have inconsistent (4) or unacceptable (5) attitude to learning and a 100% increase in the number of PP students in current Year 11 with an Outstanding (1) attitude to learning by the end of Year 10.*

*We have also seen a decrease in the number of sessions for suspensions for our disadvantaged students when we compare term 1 of this year (9 sessions) with term 1 of last year (19 sessions) and term 1 of 2022/2023 (11 sessions) The total number of detentions issued to disadvantaged students has also decreased when we compare term 1 of 2023/24 (501) and term 1 of 2024/25 (393).*

#### **Challenge 7 - Some of our disadvantaged students experience low-self-esteem, poor mental health, and aspirations**

Our early help offer has been significantly developed meaning we have more comprehensive resources to draw upon to support students who have challenges with their mental health. Our students continue to benefit from support from our school counsellor and CBT through Young Minds Matter and we have secured further targeted intervention from Musicworks (transition to secondary school) and Art space Cinderfor (circus skills and visual arts) to provide therapeutic support for our students. Our SEND department deliver Lego therapy, thrive and physical regulation sessions that support our students with their mental health and wellbeing, and enable more focussed engagement with teaching and learning. Our Child-Friendly early help offer is widely promoted around school, providing signposting to students who may not feel ready to talk about their challenges. We continue to offer bespoke referrals to a wealth of external agencies to ensure that our students individual mental health needs are provided for. All students have a termly wellbeing assembly, which embeds the 5 ways to wellbeing and facilitates all students to incorporate evidence based strategies to improve wellbeing into their lives.