Pupil premium strategy statement

2023-26 Term Evaluation September 2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Painsley Catholic College
Number of pupils in school	1095
Proportion (%) of pupil premium eligible pupils	13 %
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2023-2026 Year 1 is 23/24
Date this statement was published	September 23
Date on which it will be reviewed	August 24
Statement authorised by	Mrs R Waugh (Principal) Mr R. Gibson (Chair of Governors)
Pupil premium lead	Mr F Waugh (Vice Principal)
Governor / Trustee lead	Mrs L Alcock (Local Governing Body representative)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 191, 245 (October 22 census)
Recovery premium funding allocation this academic year	£ 38, 640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
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	£ 229, 885 (N/A)

Part A: Pupil premium strategy plan

Statement of intent

At Painsley, we live the mission statement of our school: 'In our College we value and respect every person as a child of God, as we grow together in faith, knowledge, understanding and love to serve the community.' Our mission is summarised in the motto 'Know Yourself'. As part of this process, we guide and encourage all students to achieve academic excellence and ensure their God-given gifts and talents flourish and especially all disadvantaged pupils in our school.

What are your ultimate objectives for your disadvantaged pupils?

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve high attainment and progress in all areas of the curriculum and especially for high attainers, and in English and Maths.

First quality teaching is at the centre of our strategy in all curriculum areas and especially with areas in which disadvantaged pupils require the most support. This is in order to close the disadvantage attainment gap so that non-disadvantaged pupils' attainment and progress will be sustained and improved alongside that of disadvantaged pupils.

Attendance of disadvantaged pupils is also a focus area. The attendance of all pupils in the school should be, at least, at the target level of 97%. This is to ensure that all pupils, including disadvantaged pupils, maximise their learning opportunities at school. A range of strategies will be used to support and challenge attendance issues so this can be achieved.

Our disadvantaged pupils should have full access to the entire range of enrichment opportunities to enhance their educational experience. We will work closely with families to support the inclusion of disadvantaged pupils in such experiences to support their educational development, especially residential opportunities.

Our approach also ensures that disadvantaged pupils have access to excellent pastoral care and careers guidance, in order that they can make informed choices about their career pathway and next steps for their futures.

How does your current pupil premium strategy plan work towards achieving those objectives? *At present, we focus on the key challenges that are preventing our disadvantaged students from attaining well: This includes attendance of disadvantaged students in all year groups, performance in Basics 5+, overall progress across all subjects, progress in maths, performance of disadvantage boys especially those who are SEND. Our approach continues to be rooted in robust diagnostic assessment and responding to gaps that assessment identifies.*

What are the key principles of your strategy plan?

- Outstanding education for all pupils regardless of their background through recruitment, retention of staff and the use of the PAINSLEY model (based on Rosenshine's educational principles) as best practise for teaching and learning.
- Recruitment, retention and professional development opportunities for staff. The investment in staff development involves 2 days guaranteed individual and bespoke opportunities as well as a learning ticket to purchase resources to complement their professional development.
- Exceptional communication skills across the school to enhance the spiritual development, life chances and opportunity of all in our community. This is shown in excellent communication between school and home to identify area of focus and provide bespoke support to meet the needs of individual circumstances.
- For the gap between disadvantaged and non-disadvantaged pupils to be significantly lower than the national gap by 2028 through targeted academic support for disadvantaged students including intervention, small group tuition, as well as assessment and examination support.
- Provision of excellent opportunities for all students, especially disadvantaged students including enrichment and careers guidance.
- Provision of strategies to support disadvantaged students with their attendance, and wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	*Raising Progress of disadvantaged pupils from their starting points at KS2 in all subject areas and especially in maths, science, German, Spanish, Geography, Business studies and computing. Data should reflect that disadvantaged pupils are at least in line with all pupils nationally and aims to be in line with the school target by 2026.*
2	*Developing the Performance of Lower and Higher attaining disadvantaged students Data should reflect that disadvantaged pupils are at least in line with all pupils nationally. Data shows that there is a gap between the progress disadvantaged lower and higher attainment and expected progress of all Painsley pupils This should be diminished in line with school target by 2026.*
3	*Development of attainment and progress of pupils in English and Maths.* *In English, on entry to year 7 there is a gap of 1.49 scaled score between disadvantaged and non-disadvangtaged pupils. This difference is also evident in same cohort where the attainment gap between Y7 and Y11 does not diminish consistently.* *In maths, on entry to year 7 there is a gap of 1.72 scaled score between disadvantaged and non disadvangtaged pupils. This difference is also evident in same cohort where the attainment gap between Y7 and Y11 does not diminish consistently.* *In addition* *In English on entry to year 7 in the last 5 years, between 21% of our disadvantaged pupils arrive below age-related expectations compared to 19% of their peers. This gap persists during pupils' time at our school with a gap of 9% in the achievement of 5 + (65% disadvantaged compared with 74% non-disadvantaged in GCSE 2023 English Language).* *In maths on entry to year 7 in the last 5 years, between 16% of our disadvantaged pupils arrive below age-related expectations compared to 12% of their peers. This gap persists during pupils' time at our school with a gap of 7% in the achievement of 5 + (60% disadvantaged compared with 67% non-disadvantaged in GCSE 2023 in Maths).*
4	*Further Development of aspirations and opportunities for disadvantaged pupils through effective careers guidance.Destination data should show that all students are in education or emloyment after Year 11, especially disadvantaged students. The risk of NEET index (pupils at risk of not being in education, employment or training) should be closely monitored to proiortise guidance for pupils and families.*
5	*Ensuring excellent attendance of disadvantaged students. Attendance of disadvantaged students should be at least 97%, in line with all students. Current data indicates from July 23 that there are gaps in the attendance of disadvantaged students in all years, although these are reducing over time in some areas. Across the school there is a gap of more than 2% between disadvantaged and non-disadvantaged pupils.*

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
Further improve the Progress of disadvantaged pupils from their starting points at KS2 for all year groups, especially Year 11 in maths, science, German, Spanish, geography and computer science.	The progress of Disadvantaged students is at least in line with the progress of other students nationally and line college target for all students, the gap diminishing by 0.09 by 2026.
Further improve progress of middle and higher attaining disadvantaged students for all year groups and especially in Year 11.	Lower and Higher attaining, students to perform at least in line with all non-disadvantaged Higher attaining students nationally also aim to make progress in line with all students achieving the college target by 2026 and the gap diminishing by 0.05 and 0.86 respectively).
Further improve outcomes for all disadvantaged pupils, especially in English and Mathematics.	Disadvantaged students to perform at least in line with all non-disadvantaged students nationally in English and Mathematics. Disadvantaged students to achieve average attainment in English and maths that is above National other data diminishing the gap by 0.3 in English and 0.7 in Maths by 2026. Reading ages tested for all pupils in Year 7 and 8. Pupils in reading programme to improve from starting points by 6 months (impact of reading – EEF).
Development of aspirations and opportunities for disadvantaged students including careers guudance	Disadvantaged students have increased exposure to careers guidance with at least 3 careers-based events each academic year including university and employer encounters. All disadvantaged to have priorities careers interview and additional following risk of NEET index review.
To further improve attendance for disadvantaged students in all year groups.	Disadvantaged students to attend at least in line with all non-disadvantaged students nationally. Attendance gap of 3% currently to reduce to 1% currently across all year groups between disadvantaged and non-disadvantaged pupils by 2026.

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: £85, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and professional development of specialist staffing in Mathematics, MFL and Science departments to support first quality teaching and learning at KS3&4. CPD for staff relating to the Teaching school hub and Maths Hub- to support Early Career teachers, Initial Teacher training, National professional Qualifications and opportunities including EEF feedback guidance. Teaching School Hub and Maths Hub will be used to provide a range of Teach activities next year including; Y5 - 8 mastery maths - for teachers of Y5-8 maths and/or maths leads (2 groups of 6 will run throughout the year). • Baseline of participant confidence prior to starting courses in relation to the Professional Development activities • Confidence questionnaires throughout course • Quality Assurance of application of course knowledge through class visits/ student voice/ data points HOD Leading science, Maths and MFL, led by an expert coach and NPQ facilitator. Developed links with Research school and engagement with RS courses and developing links with other outstanding schools, providing external support and verification for all subject areas. This will be a specific focus as part of the appraisal process for all staff. All staff to be provided with 2x 1-day bespoke PD opportunity along side a learning ticket to purchase resources to support PD. Findings and feedback from courses to be shared through	Quality of Teaching for All (EEF Reducing Class sizes +2/ small group tuition +4/ Mastery learning +5) https://educationendowmentfoundation.org.uk	1, 2, 3

school briefings/strategic meetings – evidence of application in lesson visits. MFL assistant to support Speaking and listening (2 x 1-day support per week) to be working at least 60% of the time with disadvantaged pupils.		
Reviewing and embedding of the MAC wide teaching and learning strategies including the Painsley Teaching and learning Acronym, revised assessment policy, cultural capital, Etymology and Spaced learning to further support metacognition and mastery at KS3&4. This is to be supported by the Coaching strategy to facilitate first quality teaching. Expert coaching from NPQ facilitator training sessions for maths, science and MFL to develop quality first teaching through the coaching model. Release time for staff to take part in PD related to quality first teaching including instructional coaching including the effective use of scaffolding. This includes training on 'coach to coach' training days as well as coaching trial days for all departments. All department to be provided with a copy of – School college and curriculum design Book1, 2 and 3 Implementation to support the coaching strategy in school. (15 copies x £20) Development of teaching and learning Library to support the coaching strategy with the purchase of the following texts • Motivated Teaching: Harnessing the science of motivation to boost attention and effort in the classroom: • Boys Don't Try? Rethinking Masculinity in Schools: • How I Wish I'd Taught Maths: • Teach Like a Champion 3.0: Lemov, Doug: • Rosenshine's Principles in Action : Tom Sherrington: Preparation of teaching and learning CPD sharing sessions by all departments to support staff with the effective use of the effective use of coaching and the PAINSLEY acronym. All departments to produce 1 session to share across the school to	Improve Outcomes for PP Students in curriculum areas including Mathematics and English (EEF- Mastery Learning +5/ Metacognition +7) https://educationendowmentfoundation.org.uk Rosenshine's Principles	1, 2, 3

support first quality teaching and its impact on our disadvantaged and all learners. Development of the teaching and learning development group to support the effective use of the engagement, challenge, vocabulary and oracy of the disadvantaged. Review of role of Gifted and Talented provision to support HAT students in 7-11 including disadvantaged pupils.		
Use of the Painsley data tracker to support teaching and learning with the identification of students requiring different levels of support (4 assessment points for each year group). Use of FFT Aspire account as data tool to monitor and set aspirational targets.		1, 2, 3
Development of resources/ opportunities in all subjects to support teaching and learning and Literacy across KS3 &4 with £300 provided for all departments to support teaching and learning initiatives for disadvantaged students e.g. increase in participation in music with music workshops from Entrust and the Educake on line learning support for Science.	Improve Outcomes for PP Students in curriculum areas including Mathematics and English (EEF- Mastery Learning +5/ Metacognition +7) https://educationendowmentfoundation.org.uk KS3 Literacy – Improving literacy in secondary schools EEF Improving Literacy at KS2 - EEF	1, 2, 3
Development of careers related opportunities for disadvantaged pupils in all year groups to support aspiration and motivation as part of the Careers hub. 3 bespoke activities for each year group will be provided which meet the local context and develop the aspirations of pupils. Additional hours booked with Entrust Careers advisor with priority for all disadvantaged students in Year 11 and identified students in Year 10. A bespoke workshop led by employers/universities for disadvantaged students is to be provided for Year 9 pupils.	Quality of Teaching for All (EEF Mastery learning +5) https://educationendowmentfoundation.org.uk	4

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

Budgeted cost: £ 77, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of Pentecost school to support transition of disadvantaged pupils from primary school over a bespoke 3-day programme in addition to other transition days for all pupils. Provision of additional transition support for disadvantaged students including information for parents and teacher transition meeting in July. Communications with pupil premium families to take place during transition period including new induction parents evening, communication via primary schools and in September of Year 7.	Teaching and Learning – (EEF Pentecost Schools +3) https://educationendowmentfoundation.org.uk	1, 2, 3
Provision for targeted academic support of middle and high attaining disadvantaged pupils in all Key Stages including effective use of teaching assistants and daily interventions as well as coaching training to support pupils in lessons. Period 0 and period 6 additional sessions for Year 11 and Y10 pupils from all teaching staff. Academic resilience support for disadvantaged pupils including middle and higher attaining pupils via the Emmaus programme and bespoke pastoral support. Family learning opportunities to be used to support development of skills and foster positive relationships with home, pupil and school. This is planned to take place 2 times per year for KS3 with 6 sessions in total. The first is due to commence in March 24. Opportunities for cooking lessons and Arts and crafts to be explored for the second session.	Teaching Assistants PP Provision & Intervention (EEF – extending school time + 3/ use of Teaching Assistants +4) https://educationendowmentfoundation.org.uk https://www.olevi.com/our-programmes/outstanding-teaching-assistant-programme-otap/	1, 2, 3
Targeted catch up programme for disadvantaged pupils of interventions in a small group tuition programme for Year 7- 11 students through the Maths Buddy programme across 2 days, each week (24 pupils per day across 6 sessions).	Quality of Teaching for All (EEF small group tuition +4/ Mastery learning +5) https://educationendowmentfoundation.org.uk	1, 2, 3
Provision of study skills through the Pastoral programme and study facilities/enhancement through PP homework (1 sessions per week) clubs This is being extended to 4 per week in Lent 2. as	Half-term support and intervention/ Success Criteria and Homework (EEF- Extending	1, 2, 3

well as dedicated support for Key Stage 4 during the Easter and Lent holiday (2 weeks and 1 week respectively).	school time +3/ Homework +5/ Feedback +6) https://educationendowmentfoundation.org.uk https://www.gov.uk/government/publications/supporting-send/supporting-send	
Improve literacy and skills for disadvantaged students with the use of the Star reader assessment in Year 7 and 8. 4 staff are trained to deliver support in English with Year 7 and 8 students (weekly reading session for all identified students in groups of 4) Department libraries for pupil use are to be developed for use across the school alongside ongoing CPD for staff for effective literacy support. Subscriptions to relevant organisations to be made available for support literacy at subject level (1 subscription for each subject area)	Improve literacy and number skills for disadvantaged students (EEF- Reading and Comprehension + 6/ Mastery Learning +5) https://educationendowmentfoundation.org.uk KS3 Literacy – Improving literacy in secondary schools EEF Improving Literacy at KS2 – EEF	1, 2, 3

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

Budgeted cost: £ 66,885

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of a Breakfast Club for disadvantaged pupils, where required in order to ensure the best start to the school day as well as facility to keep up to date with school work. This will be supported by the support staff member as well Period 0 study sessions from Advent 2023. Provision of toast facilities at breaktime to be trialled in Lent 2.	Following the implementation of school breakfast clubs, teachers have reported gains in terms of school attendance, punctuality and motivation (increased attainment) and quality of life (social deprivation, behaviour and nutrition) of many children involved in the UK. (Research Excellence Framework) EEF- Extending school time +3	1, 2, 3, 4, 5
Strategies to support attendance of disadvantaged students: embed the school attendance app to allow parents to monitor school attendance, continued support by the Education Welfare officer, effective monitoring by the Painsley Pastoral lead system, including first day phone contact for absence of disadvantaged pupils for students in Ks3&4. Use of PP funds to subsidise transport for disadvantaged students where transport cost is a challenge to attendance. Use of FFT Aspire account to monitor attendance.	DfE research (May 22) on improving attendance at school found that: • Pupils with higher attainment at KS4 had lower levels of absence over the key stage compared to those with lower attainment. • Pupils who did not achieve grade 9 to 4 in English and maths GCSEs in 2019 had an overall absence rate of 8.8% over the key stage, compared with 5.2% among pupils who achieved a grade 4 and 3.7% among pupils who achieved grade 9 to 5 in both English and maths. • Among pupils with no missed sessions over KS4, 83.7% achieved grades 9 to 4 in English and maths compared to 35.6% of pupils who were persistently absent. Pupils with persistent absence are less likely to stay in education Advice from the National Strategies (hosted on the National Archives) says that: • The links between attendance and achievement are strong • Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years https://www.bps.org.uk/ School attendance, exclusion and persistent absence	1, 2, 3, 5
Pastoral Support to promote the wellbeing of disadvantaged pupils and support wellbeing concerns through	Teaching and Learning – (EEF social and emotional learning+ 4)	1, 2, 3, 4, 5

the dedicated Emmaus and pastoral lead system, safeguarding team and enhance provision for school counsellor access. This also include social, emotional and resilience support for identified disadvantaged students as well as CPD for Pastoral staff (e.g. behaviour management and self-regulation) and fast tracked diagnosis for SEND PP students. Additional funds are to be provide to support Wellbeing literature through Library access for pupils in Lent term. Additional Pastoral lead support provided for Year 7 to ensure effective support with transition to Painsley Catholic College Pastoral Lead Assistant Headteacher. Additional Pastoral lead support provided for Year 11 with 2 additional bespoke pastoral groups created to ensure effective support through the remainder of Year 11. Coaching support for identified bespoke groups from January 24 to provide extended support and challenge in working towards target outcomes and next steps. The Emmaus Review process to be implemented to review and support identified vulnerable students from across the school, reviewing their progress on regular basis with Key stake holders; PP Lead, SENDCO, Safeguarding lead, and senior Pastoral Leads. Pastoral Support Programmes to support resilience and character development for disadvantaged pupils including • ASM resilience sports programme. • Progressive Masculinity Behaviour, appropriate language use and respect. • WhysUp – vaping and addiction support • Peak District Survival – resilience	https://educationendowmentfoundation.org.uk	

Revised PSHE programme to provide targeted and sequenced support for students in all Years addressing a range of pastoral and citizenship issues through the 'Painsley Way'		
Provision of bespoke support for students to ensure they can fully access education at Painsley. This will include working closely with families to ensure support during the financial crisis. This will take place through exceptional communication; • 3x contact points for parents with pastoral leads, to review academic and pastoral progress and support in Key stage 3 and 4. • Termly letters and reminders • Induction meeting with Y7 parents with Pupil premium focus • Transition communications with pupil premium parents • Transition meeting with Y6 teachers to review individual progress and successful strategies Areas of support may include subsidising transport costs, uniform costs, ready to learn educational equipment, assistance with music tuition, ICT equipment and educational visits including the Lourdes Pilgrimage and Duke of Edinburgh award scheme	Teaching and Learning – (EEF parental engagement + 4) https://educationendowmentfoundation.org.uk Working with Parents to Support Children's Learning -EEF	1, 2, 3, 4, 5

Total budgeted cost: £ 229, 885

Part B: Review of outcomes in this 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 during the Advent term.

Teaching

- *Recruitment of specialist staff has included additional staffing maths, science and MFL.*
- *Additional classes in Year 11 and KS3 English and Maths have been in place.*
- *CPD for school staff has included fully embracing the ECT development programme, facilitating the provision of NPQSL and NPQML for a number of staff. This has also included bespoke CPD for staff across the MAC on Teaching and learning with the PAINSLEY acronym at its focus.*
- *Coaching trials is being embedded across the school with all teaching members of staff involving in the entire coaching process at least once per month. Coaching processes for Teaching assistants have developed with training for teaching assistants to support the coaching process for classes.*
- *Coach to coach training has taken place for many staff to ensure that trained staff can support the coaching process in all department areas.*
- *Educational consultant, Mark Cotton has worked with Maths, MFL and Science departments on the coaching process and development of pedagogy in secondary as well as cross phase. As a result, teaching, learning and assessment policies have been reviewed in order that there is even greater impact on pupil progress.*
- *PP guidance has been shared with departments via the Wednesday morning in the Advent term in 2023 with 2 briefing sessions and via a MAC network meeting, a governor review and a MAC governor meeting in the advent term*
- *External support has been used across departments in school e.g. with external marking, moderation and planning being a focus to support examination preparation, where appropriate. This is ongoing.*
- *There is a research-based linked to Appraisal or all staff across the MAC. This will be reviewed in October 24 as part of the Appraisal cycle.*
- *Subject bids have been received across the curriculum to support PP students in Advent 23.*
- *The IAG programme has taken place including opportunities for all students including disadvantaged students Year 11 disadvantaged students have been prioritised for careers interviews.*
- *Review of role of Gifted and Talented coordinator has taken place with identified staff working across Ks3 and KS4. This has been broadened to support HAT students in 7-11 including disadvantaged pupils. This has led to range of opportunities for pupils including study session, thinking skills as well as the scholars programme.*

Targeted Academic Support

- *Data is used in school to monitor and evaluate progress for all students with a particular focus on disadvantaged students and vulnerable group. This is used in school to identify students that require additional support with interventions etc.*

Year 11 GCSE Mock Data is summarised as follows (N.B. Estimates from 2023 are used for progress measures);

Year 11 Headline Measures for August 24 (23 estimates)				
Measure	**PP (26)**	**NPP (185)**	**GAP**	**Subjects with positive progress for PP students**
Progress 8	**+0.27**	**+0.51**	**0.24**	**English Language, English Literature, Biology, Chemistry, History, Russian, Drama, Music, RE, Food Technology, Technology, Photography. Creative Media, PE BTEC, Health and Social Care.**
Ebacc	**4.25**	**5.23**	**0.98**	
Attainment 8	**48.2**	**57.2**	**9.0**	
Basics 5+ %	**38.5**	**65.9**	**27.4**	

Progress Analysis from Year groups 7-10 July 24 (April 24) December 23(Oct 23) N.B. Estimates for 2019 are used for progress measures.

Year Group	**PP Progress**	**NPP Progress**	**GAP**	**Subjects with positive progress for PP students**
10 **27 PP/ 197 NPP**	**-0.61(-0.27) (-0.14)(-0.26)**	**-0.53(-0.14) (-0.18)(-0.30)**	**-0.08 (-0.13) (+0.04) (+0.04)**	**Biology, Chemistry, Music, Enterprise, Creative I media, Physics, Computer Science, Art, Drama, Technology, Enterprise,**
9 **30 PP/ 200 NPP**	**-0.07 (0.19) (0.18) (0.52)**	**(-0.15)-0.04 (-0.06) (0.19)**	**0.08(+0.23) (+0.24) (+0.33)**	**English, History, Computer Science, RE Technology, Enterprise, Health and Social Care, Drama**
8 **24 PP/ 206NPP**	**0.61 (0.76) (0.70) (0.91)**	**0.72(0.80) (0.87) (1.16)**	**-0.11(0.04) (0.17) (0.25)**	**English, Geography, RE, Computing, History, Art, Technology, PE BTEC, Music**
7 **36 PP/ 193 NPP**	**0.74 (1.06) (1.52)**	**0.87(0.99) (1.41)**	**-0.13 (+0.07) (+0.11)**	**English, Geography, History, Art, Music, Drama, computer Science, Technology, PE.**

N.B Assessments not completed by Year 7 in October 2023, other than in English and Maths.

- *Data outcomes indicate positive progress in most year groups and especially in Year 7, 8 and 9. PP progress is above that of NPP in Years 7 and 9. Gaps in other attainment measures and this is an ongoing area of focus.*
- *Progress for PP is also positive in many subject areas in each year group, although this is variable is different year groups and especially in Year 10 and 11.*
- *Maths Buddy is in place for 2 groups from September 23. There are 10 groups that have been in the Maths Buddy programme across Years 7-11 this year focused mainly on disadvantaged pupils. Outcomes from progressively more challenging internal assessment points indicate the trend shown in the table below*

Year Group	*Overall decline in attainment in Maths*	*Overall sustained attainment in Maths*	*Overall increase in attainment in Maths*
7	*1*	*11*	*1*
8	*0*	*1*	*11*
9	*1*	*6*	*5*
10	*3*	*7*	*2*
11	*0*	*6*	*9*

- *Homework clubs are in place for SEND students as well for disadvantaged students with support from staff. This has taken place for one night every week in the Pentecost term.*
- *Family learning Sports carousel in March 24 has taken place with 13 participants. Evaluations are very positive with 100% agreement with all areas including the development of personal skills, confidence and wellbeing.*
- *Literacy support continues to be developed in school. Support interventions are provided by school. 17 students enrolled in this support in Year 7 along with 12 Y8 pupils. In addition there are 5 EAL pupils in receipt of support. This support has been in place from September 23. Reading test will be take later in the year.*
- *Year 7 students have been retested in September 24 and July 24 using the star reading programme. The results indicate progress across all groups of students.*

Average Reading age	*All*	*Pupil Premium*	*Additional Intervention*
Year 7 Advent 23	*11.00*	*10.00*	*8.08*
Year 7 Pentecost 23	*11.07*	*10.07*	*9.03*
Progress (months)	*7 months*	*7 months*	*5 Months*

Wider Strategies

- *Breakfast club provision is now available to all students. This continues to be raised further with Pastoral leads to signpost this for disadvantaged students in school. Additional facilities have been provided for students that require support through the provision of free toast at breaktime.*
- *Attendance and punctuality data is shown in table below. Differentials are diminishing in most year groups across the advent term for attendance and punctuality This remains a continued area of focus for all groups especially in 7, 8 and 10. Year 11 data is from Easter 24.*

Year	Attendance PP July 24 (Y11 March 24) %	Attendance NPP July 24(Y11 March 24)%	GAP %
7	93.62	96.70	3.08
8	90.86	95.19	4.33
9	94.05	95.08	1.03
10	92.36	95.27	2.91
11	94.35	94.99	0.64

Year	Late PP July 24 (Y11 March 24) %	Late NPP July 24 (Y11 March 24)%	GAP %
7	2.17	0.51	1.66
8	2.73	1.41	1.32
9	3.00	1.67	1.33
10	1.85	1.62	0.23
11	1.97	1.59	0.38

- *Pupil premium contact has taken place in across the year with pastoral leads contacting families to liaise with them over academic progress and pastoral issues. This raises awareness and provide discussion over bespoke support. This has been reviewed to promote effective monitoring and support of pupil premium pupils.*
- *Pastoral support- school counselling hours have been increased in school to support vulnerable students including disadvantaged students with 30% of sessions supporting pupil premium students compared to 70% of sessions supporting non-pupil-premium students in the Pentecost term.*
- *Review of pastoral support has taken place to prioritise support for most vulnerable students in each year group to be supported by Leadership link person. Pastoral support is evident in the number of behaviour points for students. These figures are broadly in line for pupil premium students compared with non-pupil premium students and are shown below;*

Measure	Pupil Premium July 24	Non-Pupil Premium July 24	SEND July 24
Achievements Points average	315	321	309
Behaviour Points average	62	35	93

- *Bespoke Support for students continues to be a priority in school, supporting students with providing and enabling opportunities. In this £11346 has been used in the support of educational visits for 68 students, £2522 used to support music tuition for 14 students, £17,250 has been used to support with transport for 44 students, £3349 has been used to support 37 students with uniform and £4586 has been used to support educational resources. Figures are for the period September 23 to July 24.*

- *Trips analysis demonstrates uptake to date (July 24) for Educational visits as follows;*

Visit	PP Nos	NPP Nos	Total Nos
Cultural Capital Week Y9 Bletchley Park	13	78	91
Cultural Capital Week Y9 Critical Thinking Event	4	10	14
Cultural Capital Week Y8 YMCA Event	38	192	230
Cultural Capital Week Y8 Bee Active Event	38	192	230
Cultural Capital Week Y7 Chester Zoo	35	195	230
Cultural Capital Week Y7 Yorkshire Sculpture Park	35	195	230
Cultural Capital Week Y7 Rocket Day	35	195	230
River Dane June 2024	15	119	134
Halle Orchestra July 2024	3	25	28
Talacre Beach June 2024	2	22	24
Dovedale June 2024	27	182	209
Warwick Castle June 2024	27	182	209
Big Bang Fair June 2024	5	49	54
Chester Zoo April 2024	6	69	75
Man City April 2024	1	41	42

Blackpool Reward Trip	21	192	213
DofE Bronze Y9	6	21	27
DofE Bronze Y10	3	28	31
Bletchley Park April 2024	9	42	51
Cornwall July 2024	5	44	49
Lourdes May 2024	2	13	15
Alton Castle July 2024	18	117	135
MFL Barcelona	3	46	49
MFL Loire Valley	5	67	72

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.