

Pupil Premium Strategy Statement Crown Hills Community College

This statement details our school's use of pupil premium (and recovery premium for the **2024 to 2025** 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	Crown Hills Community College
Number of pupils in school	1505
Proportion (%) of pupil premium eligible pupils	24% (348)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	August 2025
Statement authorised by	Yusuf Patel, Assistant Principal
Pupil premium lead	Sally Ann Duis, Community and PD Lead
Governor / Trustee lead	Fayaz Sattar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£375,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total	£375,900

Part A: Pupil premium strategy plan

Statement of intent

We want all students to be **committed to their learning and to the wider school life**, including **participation in extracurricular and enrichment activities** to enable them to compete with their non-disadvantaged peers. We want all students to **attend school regularly, to be punctual** and to know how to conduct themselves in order to **demonstrate outstanding personal behaviour** so that they become outstanding British Citizens who are prepared and ready for the world of work and to contribute positively to society.

We want **attainment across the curriculum to be high, particularly in English and Maths**. High-quality, knowledge first, responsive teaching is at the centre of our approach, as this is proven to have the greatest impact on closing the disadvantage attainment gap.

We will support all pupils to achieve these goals. We will consider the challenges faced by all pupils, including; those who have special needs and/or disabilities, speak English as an additional language or who are from a minoritized ethnic background, have a challenging homelife, have prior attainment issues, have social, emotional and mental health needs or have been identified as having socio-economic needs. We will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. In addition, we will continue to **support students with their wellbeing** to ensure they can be the best they can be.

To ensure our approaches are effective we will; ensure pupils are challenged in the work that they are set; act early to intervene at the point that need is identified; adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve both in and outside of the classroom.

https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053

“Coming from a low-income background shouldn’t be a barrier for children to succeed in education and in life.”

<https://www.educationopportunities.co.uk/news/pupils-attainment-gap-is-a-ticking-time-bomb-for-social-mobility/>

Challenges

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

Challenge number	Detail of challenge
1 Commitment	<p>The commitment of our disadvantaged students is lower than their non-disadvantaged peers. This is for both girls and boys. This is reflected in the fewer commitment rewards, #success attendance and average commitment across the three data collection points – a persistent trend over the last three years.</p> <p>Our commitment data has shown that there is a gap within the first term of students arriving and this widens over their time at school. The rewards system does not allow for an on-call, which means that once a student has been on-called, they no longer are entitled to attend the #Success event. Do students ‘give up’ at this point? Homework is also cited as an issue and a main contributor to low commitment scores for our DA students.</p> <p>The reasons why our DA students are not receiving #Success is due to their attendance, punctuality, low commitment scores and on-calls.</p>
2 Maths and English Attainment	<p>Attainment for our disadvantaged students in GCSE Maths and English (%9-5) in 2024 was lower than their non-disadvantaged peers. 33.8% of disadvantaged students achieved a grade 5 or above in English and Maths compared to their peers who with 50.2%. This is a larger gap than in 2023. This percentage for DA however, still remains higher than their disadvantaged students nationally. The largest contributing factor to this was the Maths attainment, with a gap of -0.62 for P8. There are a small number of DA students who skew the data for all areas of attainment and progress every year and as the DA group is smaller comparatively, this creates a bigger negative score so this does need to be taken into consideration.</p> <p>There is an attainment gap between disadvantaged and non-disadvantaged students on entry in year 7 which remains throughout the course of the pupils time at school.</p> <p>2024 KS2 Average Scaled Score: Y7 English All Girls 104.72 compared with PP Girls 103.28 = -1.44 Y7 Maths All Girls 104.29 compared with PP Girls 101.86 = -2.43</p> <p>Y7 English All Boys 104.46 compared with PP Boys 102.67 = -1.79 Y7 Maths All Boys 106.16 compared with PP Boys 103.43 = -2.73</p> <p>Where students have additional needs, those students who are also classed as Pupil Premium underperform compared to their peers. In 2024 the P8 results for our International New Arrivals (INAs) with English Proficiency Level A-B for all A-B students was -0.05,</p>

	<p>compared to those A-B students identified as Pupil Premium, achieving a much lower P8 score of -0.53 the P8 results for our SEND students was 0.18, compared to those SEND students identified also as Pupil Premium, achieving a lower P8 score of 0.14. The data also suggests that those with an EHCP are considerably less likely to achieve when also faced with poverty (EHCP P8 0.0 compared with EHCP + PP P8 -1.15).</p>
3 Social Mobility	<p>Our school is in the heart of one of the most deprived areas in the country, with food hunger, a higher-than-average percentage of people claiming benefits and tax credits, people living in poor quality, overcrowded housing, and very low literacy levels within the adult community cited as areas of concern. (<i>Index of Multiple Deprivation 2023</i>).</p> <p>Tooth decay in children is a particular concern in our Spinney Hills community which has the highest % of 5 year olds with decayed or missing teeth than any other Ward in Leicester. (<i>Dental Public Health Epidemiology Programme for England 2022</i>).</p> <p>The % of households where English is not a main language spoken is one of the highest in the country.</p> <p><i>2024 P8 Results for INAs with English Proficiency Level A-B: All students P8 0.37, All A-B students P8 -0.05, A-B+DA P8 -0.53</i></p> <p>Education deprivation has also been identified, where households have the least level 2 qualifications in the country. (<i>Office for National Statistics Census 2021</i>).</p> <p>As a result of this deprivation, our DA students aren't able to access the same opportunities or cultural capital experiences that others may be privy to.</p> <p>Despite offering a wide range of free extracurricular activities and enrichment opportunities at school, and a Pupil Premium Priority policy in place, the uptake of these for our disadvantaged students and parents is low.</p>
4 Metacognition and Self-regulation	<p>Our lesson and coaching visits suggest many pupils lack metacognitive / self-regulation strategies when faced with challenging tasks. Our DA students have more negative behaviour points compared to their non DA peers.</p> <p>While work has been undertaken to ensure that all students are equipped to do homework and revision independently and successfully, more needs to be done to eliminate barriers to DA students completing homework so that their completion rates are at least fully in line with those of their non-DA peers so that attainment gaps do not widen.</p>
5	<p>The average percentage number of on-calls, seclusions and suspensions is higher with our DA students. There is a gap within the</p>

Attendance, punctuality and behaviour	<p>first term of students arriving and the gap widens for the remainder of their time at school. (We have a 24% DA cohort so anything higher than this identifies a concern).</p> <p>In 2021-22, 38% of the on-calls were made by DA students with Y9 and Y10 the biggest concern. 35% of the students across the school on-called were from our DA students.</p> <p>In 2023-24, 51% of the total on-call incidents were represented by our DA cohort, showing a cause for concern. 47% of the DA cohort were on-called, which is much higher than our DA cohort of 24%. The average % number of on-calls is increasing and the gap widening.</p> <p>We have seen a similar pattern with seclusions, attendance and punctuality with our disadvantaged students over the last 3 years, citing the post pandemic deprivation challenges* as a possible cause. There are a small number of DA students who skew the data for all areas of behaviour and attendance every year and as the DA group is smaller comparatively, this creates a bigger negative score so this does need to be taken into consideration as these skew the data for all areas.</p> <p>*‘Bubble’ of post-pandemic bad behaviour among pupils predicted to peak https://www.theguardian.com/education/article/2024/aug/25/bubble-of-post-pandemic-bad-behaviour-among-pupils-predicted-to-peak?CMP=Share_iOSApp_Other</p>
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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
1. Improved commitment among disadvantaged students across all year groups.	<p>By the end of our current plan in 2026/27 we will have sustained high commitment (above average 3) by all pupils including those that are disadvantaged.</p> <p>We will have a representative amount of DA students' achieving awards and accessing #success.</p>

<p>2.</p> <p>Improved maths and English attainment among our disadvantaged students</p>	<p>By the end of our current plan in 2026/7 we will see an improvement in maths and English (9-5) attainment for our DA students and the gaps will close so that they achieve the same as their non-disadvantaged peers.</p>
<p>3.</p> <p>Improved social mobility for all, but especially DA students</p>	<p>Cultural capital experiences are accessible to all, and every effort will be made to ensure maximum attendance both in and outside of the classroom, specifically targeted at our community needs.</p> <p>The attendance of DA students at clubs will be representative (as a minimum) of the number of DA students we have across the college. Pupil Premium Pupils will be Prioritised if and when appropriate in all activities and interventions.</p> <p>The health and wellbeing needs of our students will be met. We will continue to be recognised as a Well School.</p>
<p>4.</p> <p>Improved metacognitive and self – regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Teacher reports, student feedback and lesson/ coaching visits suggest disadvantaged pupils are more able to monitor and regulate their own learning. (This finding will be supported by homework completion rates, behaviour points analysis and teacher voice across all classes and subjects 2024-25)</p>
<p>5.</p> <p>Reduced gaps in attendance, punctuality and behavioural concerns among our disadvantaged students</p>	<p>By the end of our current plan 2026/27 we will see an improvement in the attendance, punctuality and behaviour for our DA students and the gaps will start to close. There will be an increase in our DA students being able to participate in lessons due to improved attendance figures and less behavioural incidents that remove students from learning (on-calls, seclusions and exclusions).</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: £10,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure high quality, knowledge first, responsive teaching through the CURRTLA CPD all staff training sessions. TAs will also be involved in some of the training sessions to support high quality teaching in the classroom.</p> <p>CPD for all staff on poverty, and how to support DA pupils helping them to thrive in school, improving awareness of how poverty impacts on children and families.</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/news/two-new-reviews-investigate-current-practice-and-highlight-key-challenges-for-writing-and-secondary-maths-teaching</p> <p>CPD - £1,000</p> <p>Mentoring and coaching for teachers - £1,000</p> <p>Technology e.g. clickers, slates - £1,000</p>	<p>1, 2, 3, 4, 5</p>

<p>Focus on reading across the curriculum in order to ensure staff are equipped with the skills necessary to teach students how to read best in their disciplines.</p> <p>Tutor Time reading programme</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Reading Programme staffing and resources - £7,300</p> <p>Reading Rewards – £500</p>	2,3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £39,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide intervention for Y11 students who are underperforming in English, Maths and Science</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p> <p>11M and 11E</p> <p>Maths after school tuition</p> <p>English after school tuition</p> <p>Girls conference in English and Science - £1,000</p>	2
<p>Y11 Mentoring</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Ace the Grade package - £2,000</p>	1, 2, 5

	STEM Tutoring - £1,500 Academic Mentoring	
Continue to run a 'homework club / study space' where pupils have the opportunity to complete homework in school but outside normal school hours. This will also provide students with a space to revise for their assessments which feature in all year groups.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework Homework club costs - £3,500	2, 4
Meet targeted students to help support them with their revision skills, prioritising DA students.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition https://educationendowmentfoundation.org.uk/news/supporting-revision-and-the-seven-step-model https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Easter Revision - £4,300 Half Term Revision costs of resources and staffing - £2,500 Summer School Intervention (with a greater focus on literacy and numeracy) - £5,500	1, 2, 3, 4, 5
At CHCC, the vision for homework is that it should follow the principles of 'MR NARR', focusing on: <i>Memory</i> – are students memorising information?	Focussed intervention based on Homework data 2024 Term 1 Homework is a potential 'hornet'. As Sherrington (2017) reports: <i>'There is no meaningful sense in which it could be stated that 'the research says X</i>	1, 2, 3, 4, 5

<p>Recorded – have you asked for students to record it in their planners and have you taught them how to record it i.e. students not simply writing it on the day that it is set but, rather, <i>planning</i> to do it?</p> <p>Narrated – when setting it, do you show <u>and</u> tell the students about its importance in supporting their learning/memory retention (<u>never</u> set flipped learning, which is not knowledge-first); plus, do you explain how to do it/what successful homework looks like?</p> <p>Accessible – do you follow guidance as dictated by EHCPs/access arrangements when and where necessary e.g. in a larger font (N.B. we don't set different versions of the same homework, which could impose artificial limits on achievement); have you thought about access for all students if homework is set on-line?</p> <p>Routine – is the nature/type of homework predictably structured as much as possible for at least the duration of a unit e.g. via an on-line platform consistently, working through a knowledge organiser to completion?</p> <p>Regular. is it set in accordance with the timings (see below)?</p>	<p><i>about homework' in a simple soundbite. Homework is a complex issue.</i></p> <p>Evidence from the EEF suggests that how homework relates to learning during normal school time is important. In the most effective examples, homework is an integral part of learning, rather than an add-on. This is supported by evidence that <i>'the highest effects in secondary [schools] are associated with rote learning, practice or rehearsal of subject matter [which start in the classroom]; more task-oriented homework has higher effects than deep learning and problem-solving'</i> (Sherrington, 2017). Certainly, younger students can't undertake unsupported study as well as older students as they can't filter out irrelevant information or avoid environmental distractions – and, if they struggle, the overall effect can be negative. Homework that is more open and more complex is more (but not necessarily) appropriate for more able and older students.</p> <p>Some studies indicate that there may be an optimum amount of homework of between one and two hours per school day (slightly longer for older pupils) with the positive effects diminishing as the time that students spend on homework increases beyond that point.</p> <p>Homework provides an opportunity for learning that could reinforce socio-economic differences. Schools and teachers might be able to mitigate the problem by, for example, providing quiet places for study for students with no such facility at home. To this end, teachers should direct students to attend Homework Club e.g. in the library.</p> <p>Focussed intervention based on Homework data 2024 Term 1</p>	
<p>Meet targeted PP students to support with improving commitment. Targeted group</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-what-are-effective-learning-behaviours-and-how-can-we-develop-them</p>	<p>1,5</p>

identified and are supported with approaches which aim to help pupils think about their attitude to learning.	Repro/staffing/resources - £1000	
<p>Provide revision materials and training for students on how to prepare for assessments (all years)</p> <p>Provide all KS4 tutors with a Revision Box to support mindful revision during tutor times.</p> <p>Provide all Y10 students with revision guides</p>	<p>https://educationendowmentfoundation.org.uk/news/supporting-revision-and-the-seven-step-model</p> <p>https://educationendowmentfoundation.org.uk/news/eef-guest-blog-building-study-habits-and-revision-routines</p> <p>Revision materials and resources for KS3 summative assessments - £2,000</p> <p>Replenish revision box in each KS4 tutor room and Foundation Skills room x 12 - £2,000</p> <p>Y10 revision resources - £3,500</p>	2, 4
All Y7 and 8 students have their reading ages assessed across the year (four times) using STAR Reader (Renaissance). The weakest students in KS3 will receive extra support through targeted intervention (Read, Write, Inc. phonics)	<p>https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</p> <p>STAR Reader subscription - £7,800</p> <p>Phonics Training resources - £1,000</p> <p>Targeted intervention (TA support)</p>	2
English and Maths intervention for all year groups	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Daily Literacy Drop In support – Year 10 and 11	
Intervention focussed on specific underperforming groups, where students have additional needs, including HPA, EAL, SEND, LPA Gather data to make informed decisions on actions (e.g. is there an unconscious bias against certain ethnic groups? Do students have other responsibilities at home that we need to be aware of?)	https://educationendowmentfoundation.org.uk/news/two-new-reviews-investigate-current-practice-and-highlight-key-challenges-for-writing-and-secondary-maths-teaching Targeted intervention HPA - £2000 Targeted intervention New Entry students English Prof. A-B - tbc Targeted intervention SEND tbc https://researchschool.org.uk/essex/news/implementing-the-eefs-five-a-day-principle-to-support-send-learners-in-the-classroom Targeted intervention LPA tbc	

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

Budgeted cost: £325,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor college trends and PP gaps (Commitment, #Success, on-calls, seclusions, suspensions,	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils	1, 5

<p>attendance concerns) across the year groups and provide targeted intervention as required.</p> <p>Coordinate work with SENDCO and HOYs</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/deliver-targeted-interventions-to-supplement-universal-provision</p> <p>Staffing costs for behaviour/SEND/AHOYs/PP Lead - £170,990</p>	
<p>Intervention groups focussing on improving metacognition and self-regulation strategies (self-efficacy and motivation skills, sense of ‘belonging’) to help pupils to feel confident and empowered (so pupils want to attend school and want to behave)</p>	<p>https://educationendowmentfoundation.org.uk/measures-database/self-efficacy-scale-for-children</p> <p>https://educationendowmentfoundation.org.uk/measures-database/motivation-and-engagement-scale</p> <p>https://educationendowmentfoundation.org.uk/measures-database/cultural-self-efficacy-scale-for-adolescents</p> <p><i>‘Over a fifth of young people from poorer backgrounds (21%), think their life will amount to nothing, no matter how hard they try’ (Princes Trust, 2022)</i></p> <p>https://researchschool.org.uk/kingsbridge/news/motivation-and-self-regulation-insights-from-kornell-and-bjork</p> <p>Social and emotional learning intervention skills</p> <p>Positive Behaviour intervention and training</p>	<p>1, 2, 3, 4, 5</p>
<p>External providers to support with wellbeing/mentoring of all students</p>	<p>https://ibo.org/globalassets/new-structure/research/pdfs/supporting-student-wellbeing-in-a-digital-learning-environment-policy-paper-en.pdf</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance</p> <p>Anger management course - £1,000</p>	<p>1,5</p>

	<p>Mentor - £2,000</p> <p>Other bespoke packages for individual students - £3,000</p> <p>(Home school liaison officer - £25,000 – for 2025-26)</p>	
Purchase programme to support and ease language barriers for parents with Free School Meal Applications	FSM App - £1,000	2,3
Additional counselling provision to support increased number of student referrals	<p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p> <p>Additional member of staff/counsellor - £40,000</p>	1,5
Provide PP students with a personal grant and subject materials as needed to enhance the curriculum, which supports metacognition and social mobility (Poverty Proofing)	Costs: £20,000	2, 3, 4,5
<p>Pupil Premium Priority Policy:</p> <p>PP students are prioritised, or at least the % of PP students that attend or access activities is increased so that it is proportionate to the school cohort.</p> <p>Pupil Premium</p>	<p>https://schoolleaders.thekeysupport.com/school-evaluation-and-improvement/inspection/whole-school-inspection-criteria/how-to-avoid-narrow-definitions-of-cultural-capital/</p> <p>KS3 Trips - £30,000</p> <p>#Success - £12,000 (25% of overall cost)</p> <p>DofE costs - £2,000</p> <p>Music tuition - £3,360</p>	1, 3, 5

<p>pupils are met first, seen first, heard first.</p> <p>PP students are met to discuss barriers to uptake and engagement of character education.</p> <p>This is across all extra-curricular opportunities as well as trips and experiences.</p> <p>Financial barriers to character education are removed by providing full assistance where costs are incurred, e.g. DofE, music lessons etc.</p> <p>Develop partnerships with the local community (businesses, charities and voluntary organisations, universities), to offer students social mobility.</p>	<p>DT Food costs (including admin and postage) - £17,000</p> <p><i>'A school alone cannot provide a transformation in life chances for all young people and families that come through its doors, so we must be open to working with others'</i></p> <p>https://www.thersa.org/blog/2019/05/schools-without-walls</p> <p>(see 6 year Personal Development journey, including Widening Participation, Volunteering, Intergeneration Links etc)</p> <p>Charity work/consumables</p>	
<p>Provide a forum for parents/carers to help them understand specific ways that they could help their child learn and be organised at</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Catering for Parental Gatherings - £2,000</p> <p>Repro/various - £3,000</p>	<p>1, 2, 3, 4, 5</p>

<p>home (support self-regulated learning).</p> <p>Deliver targeted sessions to parents including those whose children have SEND/EAL needs, or those who have demonstrated a lack of engagement (e.g. non-attendance at PCT, referrals from AHOYs etc), to increase the level of accountability placed on parents in relation to their child's learning.</p> <p>Provide opportunities to ensure that relationships are developed between parents from different communities.</p>		
<p>Provide hot food and care packages for our most disadvantaged families.</p>	<p>https://www.gov.uk/government/publications/warm-spaces-in-england-an-evidence-review-and-toolkit/warm-spaces-in-england-an-evidence-review-and-toolkit-for-local-organisations</p> <p>Hot food - £3,850</p> <p>Care packages - £1,500</p>	<p>1,2,3,4,5</p>
<p>Provide additional and bespoke support to our most vulnerable students; LAC support to ensure academic achievement and</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-internal-alternative-provision-for-students-at-risk-of-persistent-absence-or-exclusion</p> <p>Laptops - subscriptions, dongles - £500</p>	<p>3</p>

<p>accelerated progress; welfare advice and support; school counsellor support; alternative provision; pupil related travel costs for fixtures and other transport costs.</p> <p>Financial support and guidance are provided for our most vulnerable families as and when required</p>	<p>Barriers that may stop attendance, so contingency for uniform/shoes etc - £1,000</p> <p>Alternative Provision for SEN</p> <p>Pre-loved uniform care</p> <p>Sanitary Provisions</p>	
<p>Provide a breakfast for all students as part of our breakfast club provision</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision</p> <p>Breakfast club - £8,000</p>	<p>1,3</p>
<p>Parent friendly sessions are provided for our EAL parents, to help remove barriers - particularly linguistic and cultural – that could affect the extent to which parents are engaged in their child’s education.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>ESOL teacher - £3,300</p>	<p>3, 5</p>
<p>Improve children’s health as part of the Well Schools Strategy</p>	<p>https://www.cdhc.co.uk/how-dental-health-education-schools/</p> <p>Staffing and resources</p>	

Dental health care programme introduced		
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Total budgeted cost: £375,900

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 2023-24 academic year (and a summary of the 3 year strategy ending 2023-24)

Attainment

For 2024, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.12. They achieved significantly higher than disadvantaged pupils nationally whose average Progress 8 score was -0.57 (England). (P8 for the school was +0.33). There are a small number of DA students who skew the data for all areas of attainment and progress [and behaviour and attendance] every year and as the DA group is smaller comparatively, this creates a bigger negative score so this does need to be taken into consideration.

Key Trends P8:

- P8 slowing down with DA students, taking a significant dip this year compared to last year
- The in-school gap is widening over time
- Our disadvantaged students did the same as their non DA peers nationally in 2024
- Girls P8 and attainment is declining across the school, and for the first time, boys have done better than girls (DA and non DA)
- The PP progress 'in school' gap is widening with girls

Key Trends English:

- The 'in-school' gaps in English has increased significantly to the highest since 2018
- Progress in English for DA students is at its lowest, with DA girls progress a particular cause for concern

Key Trends Maths:

- The in-school gap in attainment is at its widest in maths since 2018 and a big cause for concern
- Whole school girls progress in maths has declined significantly
- Whole school boys progress is improving but the 'in school' gap is wide and showing no signs of closing

Although P8 is good for our DA students compared to non-DA students nationally, the in-school gaps for attainment and progress have widened, so attainment will continue to be one of our targets for the next 3 years, with a focus moving towards our high prior attainers and girls in English and Maths. Reading will continue to play a huge focus on improving attainment, as well as the Teaching and Learning CURRTLA CPD for staff.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including commitment, social mobility, metacognition, attendance, punctuality and behaviour.

Commitment

We have continued to work on commitment with all our pupils. Last year we did specific assemblies with a focus on the areas linked to OUR PACE. Pupils in the bottom 20 for

commitment had meetings with year teams. All pupils made a pledge linked to commitment during tutor time and did some reflection related to this. The average commitment score with our disadvantaged has declined and the gap increased however, most noticeably with girls. A focus on girls' commitment will be needed to prevent an even wider gap in the future.

Social Mobility

A number of trips and visits took place last year and are now part of the established CH 6 year journey. We take our Year 7s to Hunstanton and Leicester University, Year 8s to London and Year 9s to Chatsworth House in the Peak District.

Some of the trip statistics 2023-24:

- 19% of our Y7s had never been to the beach prior to the trip.
- 22% of our Y8 students had never been to London prior to the trip.
- There was a 22% increase in the number of Y7 students who would now consider applying to go to University after the trip.
- There was a 38% increase in the number of students who would now consider visiting Chatsworth House after the trip.
- 29% of those completing the DofE were DA

Student and parent feedback from the DT Food curriculum provision:

- UM (10L)- She has only been able to do Food Tech at GCSE because of the vouchers, this has helped her family as they don't have to go out and spend money every week.
- UM's mother – Very happy with the vouchers, they go together every Sunday to shop and buy the ingredients they need, which helps them financially.
- E's grandfather – It is a big help, E really enjoys these lessons and by saving this money on ingredients, it allows him to participate in clubs outside of school.

This strand of the strategy has been successful and will remain as a valuable addition to the students' personal growth and development. The key target will be to ensure at least a minimum of 25% DA represented, an increased number of Widening Participation visits, and ensuring all those who opt out of these experiences opt in.

Metacognition and Self-Regulation

The homework club has continued to be a valuable resource for our pupils. This year we have seen a slight drop on the number of pupils accessing the club, largely due to the Y11 Core subject (English, Maths and Science) drop in sessions for Y11 throughout the year. From the 257 pupils who attended, 54 were PP which equates to 21% which is proportionate to the percentage of pupils across school. Similarly there was a significantly greater proportion of SEND pupils who accessed homework club. 42 SEND pupils (K and EHCP) attended which is 16%.

Students have been trained, in parallel with availability of resources for DA students, how to revise and to think about thinking (metacognition). In KS3, the mean average summative assessment scores and the numbers of students getting higher than 50% of the marks on each paper have increased, partly as a result of the provision of revision materials and training re: their use.

Our lesson and coaching visits suggest however, that many of our disadvantaged pupils still lack metacognitive / self-regulation strategies when faced with challenging tasks. This is identified in the number of on-call incidents related to poor self-regulation skills and the high number of negative behaviour points, especially with homework non-completion in the lower years. As a result, a focus on homework sanctions and the non-completion of homework will be a major focus for this year.

Attendance, punctuality and behaviour

The data demonstrates that there has been a decline in all areas of attendance, punctuality and behaviour in all year groups over the years. The data is skewed however, by a small number of repeat offenders (in the same way that this caused a negative impact on P8 data).

The number of disadvantaged students within the cohort being on-called and secluded has increased significantly. The number of on-calls and seclusions by disadvantaged students within the cohort has also increased over the years.

Despite a whole school focus on attendance, with weekly data entries in planners, regular parental contact and £20 voucher incentives for 100% attendance, the average percentage attendance for all students has shown a downward trajectory, with 90.1% attendance on average for our disadvantaged students in 2023-24. Poor punctuality is also showing a similar pattern. The % number of DA students attending #S has decreased below 25% of the cohort, so this will remain a target for the next 3 years, focussing more on strengthening relations and working with outside support workers on particular areas of focus, including self-regulation skills and anger management skills. Use of the minibus may also assist with coordinating attendance with pupils who live further afield.

Summary

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations and achieve the outcomes we set out to achieve by 2024/25 so we will continue to focus on these same challenges for our next 3-year strategy as set out in the targets above. Our evaluation of the approaches delivered means that we can be more targeted and strategic in our approach to close gaps.

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
N/A	