

# Pupil premium strategy statement

This statement details our school's use of pupil 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                                                                                                     | James Bateman Middle School |
| Number of pupils in school                                                                                      | 377                         |
| Proportion (%) of pupil premium eligible pupils                                                                 | 145 (38.6%)                 |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | Year 1 of new 3 year cycle  |
| Date this statement was published                                                                               | Dec 2024                    |
| Date on which it will be reviewed                                                                               | Termly                      |
| Statement authorised by                                                                                         | T Price                     |
| Pupil premium lead                                                                                              | A.Walton                    |
| Governor / Trustee lead                                                                                         |                             |

## Funding overview

| Detail                                                                                                                                                                      | Amount   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year                                                                                                                         | £175,430 |
| Recovery premium funding allocation this academic year                                                                                                                      | £0       |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £175,430 |

# Part A: Pupil premium strategy plan

## Statement of intent

- ***What are your ultimate objectives for your disadvantaged pupils?***

Our school will ensure that the Pupil Premium funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives.

The Pupil Premium will be used to provide additional educational support to improve the progress and raise the achievement for these pupils.

The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.

The school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others.

- ***How does your current pupil premium strategy plan work towards achieving those objectives?***

At present, we will focus on the key challenges that are preventing our disadvantaged students from attaining well:

This includes strategies to improve attendance of disadvantaged students in all year groups, to improve progress in maths, reading and writing through quality first teaching, 1:1/group interventions and well-being support. To improve the performance of disadvantage boys and those who are SEND. Our approach will be through robust diagnostic assessment and through the relationships we build with our learners and their families.

- ***What are the key principles of your strategy plan?***

- Provision of excellent teaching through recruitment, retention and CPD of staff as well as excellent pedagogy and quality 1<sup>st</sup> teaching.
- We will regularly seek to further develop strategies and interventions which can improve the progress and attainment of these pupils. Examples of the range of provision we may put in place include:
  - Providing small group or 1:1 support with an experienced member of staff to focus on overcoming barriers to learning
  - Facilitating pupils' access to education and the curriculum through additional or specialist resources e.g. specialist software
  - Additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies
  - Targeted support for those Pupil Premium pupils who demonstrate poor attendance, and/or behaviour and support their well-being which will lead to improved progress and attainment. Links formed between families and school to improve trust and confidence.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | <p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Year 5, 46% of our disadvantaged pupils arrive below age-related expectations compared to 43% of other pupils. Current Y6 data shows 47% of PP are below compared to 25% of non PP.</p> <p>Disadvantaged students achieving expected grade at SATs last year also dropped by 6% on the previous year and the GAP has increased by 3%</p>      |
| 2                | <p>Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Year 5, 88% of our disadvantaged pupils arrive below age-related expectations compared to 80% of other pupils. Current Y6 data shows 50% of PP are below compared to 33% of non PP.</p> <p>Disadvantaged students achieving expected grade at SATs last year also dropped by 9% on the previous year and the GAP has increased by 11.5%</p> |
| 3                | <p>Disadvantaged students are more likely to read below chronological reading ages which has a detrimental impact when sitting exams and can impact on disadvantaged student outcomes. After looking at our data this area is positive for our PP students but reading is big part of our school and we will continue to push the reading of PP students.</p>                                                                                                                                       |
| 4                | <p>Development of aspirations/opportunities for pupil premium pupils, pupil questionnaires show some of our PP pupils do not aspire to do much once they leave school.</p>                                                                                                                                                                                                                                                                                                                          |
| 5                | <p>Low level behaviours in some lessons and certain subject areas that can affect the learning of PP students. PP behaviour incidents increased last year PP behaviour incidents made up 64% of the total incidents over the year.</p>                                                                                                                                                                                                                                                              |
| 6                | <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 - 6% lower than for non-disadvantaged pupils.</p> <p>59% of disadvantaged pupils have been 'persistently absent' compared to 17% of their peers during last year. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>                                                                                       |
| 7                | <p>Mental well-being and closing the gap due the legacy of COVID19.</p> <p>Discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p>                                                                                                                                                                                                                             |

|  |                                                                                                                                                                                                                                          |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Teacher referrals for support have markedly increased since the pandemic (53% whom are disadvantaged) currently require additional support with social and emotional needs, with some disadvantaged receiving small group interventions. |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 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 outcomes among disadvantaged pupils across the curriculum at the end of KS2, particularly in maths.   | KS2 performance measures by 2026/27 demonstrate that the GAP between disadvantaged pupils achieving expected level at SATS in between 5-10%.                                                                                                                                                                                 |
| 2. Improved outcomes among disadvantaged pupils across the curriculum at the end of KS2, particularly in Writing. | KS2 performance measures by 2026/27 demonstrate that the GAP between disadvantaged pupils achieving expected level at SATS in between 5-10%.                                                                                                                                                                                 |
| 3. Further improve the progress for all disadvantaged pupils - especially in reading and maths.                   | Disadvantaged students to perform at least in line with all non-disadvantaged students nationally in English and Mathematics.<br>Reading ages tested for all pupils in. Pupils reading ages to improve across all year groups.<br>Maths progress identified through freckle<br>Progress identified through pupil book study. |
| 4. Development of aspirations for disadvantaged pupils – cultural capital opportunities.                          | Disadvantaged students to access a greater range of enrichment activity/ educational visit evident varying subjects.<br>Disadvantaged students have increased chances to cultural capital and enrichment opportunities. Target for all pupil premium students to experience at least 2 different opportunities per year.     |
| 5. Improve PP behaviour, look at key areas where low level behaviour is causing PP students to fall behind.       | Reduced behaviour incidents for PP students over the year and more PP students accessing the rewards system. The number of incidents is proportional to the PP group. Reduce from 64% - 40%                                                                                                                                  |
| 6. To improve the attendance of all disadvantaged pupils – especially p/a pupils.                                 | PP student attendance improves year on year and a reduction in PP PA students each year.                                                                                                                                                                                                                                     |

|                                                                 |                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                 | <ul style="list-style-type: none"> <li>• the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced each year</li> <li>• the figure among disadvantaged pupils being no more than 2% lower than their peers by year 3.</li> </ul> |
| 7. To ensure the mental well-being of PP students is supported. | PP students who access support from well-being to support their learning and the impact of the well being can be measured. E.g. improved attendance, improve behaviour, reduction in bullying incidents, student voice. Progress leaders to support this.              |
| 8. To improve parental engagement of PP parents                 | More PP parents attend events to gain information about different aspects of school not just parents' evenings but areas to celebrate success, potentially increase parental attendance at parents' evenings                                                           |

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: £ 89,824

| Activity                                                                                                                                                                                                                                                      | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                             | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Recruitment and retention to support Quality 1 <sup>st</sup> teaching                                                                                                                                                                                         | Quality of Teaching for All (EEF Reducing Class sizes +3/ small group tuition +4)<br>Keeping a consistent team of staff helps to support the students, having key go to staff for students and not a high turnover where students have to build new relationships with staff.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> | 1, 2, 3                       |
| Bespoke INSET/staff meeting to support the development of the Vocab in teaching and learning with all departments and all staff.                                                                                                                              | Improve Outcomes for PP Students in curriculum areas including Mathematics and English                                                                                                                                                                                                                                                                                                                                                                                           |                               |
| CPD to support Q1stT<br>To embed the MAT Teaching and Learning policy to improve outcomes for PP students                                                                                                                                                     | Improve Outcomes for PP Students in curriculum areas including Maths and English (EEF- Mastery Learning +5/ Metacognition +7)<br><br><a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a><br>Rosenshine's Principles                                                                                                                                                                                                            | All                           |
| New maths programme to continually assess and progress students.<br>Improve literacy and skills for disadvantaged students with the use of the Star test assessment in all Years.<br>Subscriptions to relevant programmes to support literacy maths progress. | When used effectively, freckle assessments can indicate areas for development for individual pupils, or across classes and year groups: this will track PP pupils and identify areas to improve.<br>Accelerated reader package to support reading.                                                                                                                                                                                                                               | 1,2,3                         |
| CPD for maths department.                                                                                                                                                                                                                                     | Use of staff time during assembly slots to meet with KS2 teams to                                                                                                                                                                                                                                                                                                                                                                                                                | 1                             |

|                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                 |         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <p>Whole department CPD focusing of the teaching of reasoning and problem solving (need identified from staff survey)</p> <p>Planning clinics to support staff planning lessons in areas of the curriculum where staff are less confident (need identified from staff survey)</p> | <p>ensure the curriculum is working and CPD opportunities for staff.</p>                                                                                                                                                                                                        |         |
| <p>Keeping a 4 form entry across all year groups to support the learning of students.</p>                                                                                                                                                                                         | <p>Reducing Class sizes +3<br/> <a href="#">Reducing class size   EEF</a><br/>         Intake in Y5 is lower than expected but with reduced numbers in Y5 and Y6 we have kept the same school structure of 4 forms in each year to support students in smaller class sizes.</p> | All     |
| <p>Reading and language support. Reading champion to continue to monitor reading ages and then support Library interventions - targeting lowest 20% which consists of PP</p>                                                                                                      | <p>Reading comprehension interventions +6<br/> <a href="#">Reading comprehension strategies   EEF</a></p>                                                                                                                                                                       | 2, 3, 4 |
| <p>Improve our homework system to ensure we are stretching the most able but giving chances to consolidate learning of other students.</p> <p>Homework club to run in school at lunch times 3x per week, ran by teaching staff.</p>                                               | <p>Homework +5<br/> <a href="#">Homework   EEF</a></p>                                                                                                                                                                                                                          | 1,2,3   |
| <p>Use of Arbor to support teaching and learning with the identification of students requiring different levels of support, demographics and assessments</p>                                                                                                                      | <p>Staff voice to give feedback on new systems and how best to collate and disseminate information to stay updated to support PP students.<br/>         Help to track attendance and behaviour to apply early strategies to support.</p>                                        |         |

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

Budgeted cost: £ 32,425

| Activity                                                                                                                         | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support                                 | small group tuition +4<br><a href="#">One to one tuition   EEF</a>                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2                             |
| Interventions to targeted PP and SEND students                                                                                   | small group tuition +4,<br><a href="#">One to one tuition   EEF</a>                                                                                                                                                                                                                                                                                                                                                                                                                                     | 1, 2                          |
| TA Interventions (reading comprehension)                                                                                         | TA interventions +4, Reading comprehension +6<br><a href="#">One to one tuition   EEF</a>                                                                                                                                                                                                                                                                                                                                                                                                               | 2,3                           |
| Development of resources in core subjects to support teaching and learning and Literacy across KS2. To support learning at home. | Support packs to help the students learning outside of school, this will also be offered with parent workshops to support their child's learning at home.<br>Improve Outcomes for PP Students in curriculum areas including Mathematics and English (EEF- Mastery Learning +5/ Metacognition +7)<br><a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a><br>KS3 Literacy – Improving literacy in secondary schools EEF Improving Literacy at KS2 - EEF | 1,2,3                         |
| Purchase of a programme to improve phonics.                                                                                      | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br><a href="#">Phonics   EEF</a>                                                                                                                                                                                               | 2                             |

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

Budgeted cost: £ 53,181

| Activity                                                                                                         | Evidence that supports this approach                                                            | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------|
| Strategies to support attendance of disadvantaged students: EWO, Attend, 1 <sup>st</sup> day absence phone calls | The Department for Education (DfE) published <a href="#">research</a> in 2016 which found that: | 6                             |

|                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <p>Service level agreement with VIP Education to provide contracted hours of an education welfare officer</p>                                                               | <ul style="list-style-type: none"> <li>• The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</li> <li>• Pupils with <b>no absence</b> are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</li> <li>• Pupils with <b>no absence</b> are 2.2 times more likely to achieve 5+ GCSEs (A*- C) or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</li> <li>• Pupils with persistent absence are less likely to stay in education</li> </ul> |     |
| <p>CPD on Trauma informed schools and support staff behaviour management strategies to improve learning and support.</p>                                                    | <p>Behaviour interventions +4<br/>Whole staff training on TIS, SLT training and 5 staff have trained TIS diploma and implementing strategies to support students in different ways.</p> <p><a href="#">Behaviour interventions   EEF</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                  | 5   |
| <p>Provision of a bespoke Well-being centre to support access to learning<br/>Inhouse well-being staff, has increased from 1 to 3 members offering a range of sessions.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Social and emotional learning +4<br/>Behaviour interventions +4<br/><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>                                                                                                                                                                  | 5,6 |
| <p>Development of careers related opportunities for disadvantaged pupils in all year groups to support aspiration and motivation as part of the Careers hub.</p>            | <p>Quality of Teaching for All (EEF Mastery learning +5)<br/><a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 4   |
| <p>Student support fund to help support cultural capital or families in need.</p>                                                                                           | <p>Parents are telling us at times they can not afford uniform or equipment, so the support from a small pot to help when needed. Learners at our school need to be dressed in uniform in line with school expectations. Our standards should not</p>                                                                                                                                                                                                                                                                                                                                                                                                                         | 4   |

|                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                       |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|                                                                                                                                                                                                                                                                                                                                                                       | be lower for those who cannot afford and therefore we will help if required. It also means that students do not feel different from their peers and helps them to fit in.                                                                                             |     |
| Breakfast club                                                                                                                                                                                                                                                                                                                                                        | Continuation of the bagel bar at the beginning of the day for students who may not have had breakfast.                                                                                                                                                                | All |
| Parental engagement, to increase PP parents communication and getting them in to school for positive events. KS2 and KS3 events to get families in to school.<br>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 in KS2 in the first instance. | Parental engagement +4<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> | 4   |

**Total budgeted cost: £ 175,430**

# 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 2024 to 2025 academic year.

### Teaching

#### 1. Staff Retention and Development

- **Staff Stability:** Our staff turnover remains low, which means students benefit from consistency in teaching and support. While recruitment is not currently a priority, we continue to focus on retaining high-quality staff who understand and meet the needs of our school community.
- **Professional Development (CPD):** Staff development remains a key focus. We've invested in:
  - Curriculum CPD to ensure lessons are engaging, relevant, and ambitious.
  - Specialist training in areas such as SEND and behaviour management, helping staff support students with additional or complex needs.
  - Trauma-Informed Practice: All staff have now received training in trauma-informed approaches, enabling them to better support students who may require emotional and behavioural adjustments.

#### 2. Supporting Disadvantaged Students (Pupil Premium)

- **Curriculum-Linked Trips:** Every Pupil Premium (PP) student across all year groups was offered a fully funded educational trip that linked directly to their learning. This initiative, continued from last year, ensures that no student misses out on key curriculum experiences due to financial barriers.
- **Smaller Class Sizes:** Despite a slight drop in student intake, we have maintained four forms per year group. This allows for smaller class sizes, improving engagement and enabling more targeted support for all learners.
- **Planning and Monitoring:**
  - Our Pupil Premium lead keeps staff informed of new students and shares Education Endowment Foundation (EEF) strategies to maximise impact.
  - Pupil Premium is a standing item at all meetings, ensuring that any concerns or barriers are addressed promptly.
  - Classroom planning prioritises Pupil Premium students, with all seating plans stored in our central system (Arbor) and visible to staff.

#### 3. Enhancing School Systems

- **Arbor Development:** We continue to enhance our use of Arbor, our school's digital system. Arbor allows us to:
  - Track student needs and progress more effectively.
  - Provide staff with up-to-date information to inform teaching and support.
  - Communicate more efficiently with parents and carers.

## **Academic Support**

Termly Progress Review Meetings: Termly meetings involving Year Leaders, Core Subject Leaders, and Senior Leadership Team (SLT) members are held to analyse and evaluate student progress data. These reviews place particular emphasis on disadvantaged pupils and those with Special Educational Needs and Disabilities (SEND), enabling the early identification of students who require additional targeted interventions.

Homework Clubs: Dedicated homework clubs provide tailored academic support for both SEND and disadvantaged students. These sessions are staffed by trained personnel and aim to reinforce learning outside of regular classroom hours.

Targeted Literacy Intervention: Focused literacy support is delivered during one-hour library sessions, specifically targeting Pupil Premium (PP) and SEND students to improve reading and comprehension skills through bespoke intervention strategies.

Targeted TA Support: Teaching Assistant (TA) support is strategically allocated by the SEND Coordinator (SENDCO) to ensure that Pupil Premium students with SEND receive effective, personalised support to meet their learning needs.

## **Pupil Premium (PP) Attainment Analysis**

YEAR 6

This report summarises the attainment of Pupil Premium (PP) students across core subjects, comparing outcomes to non-PP peers and tracking year-on-year changes. While outcomes vary across subjects, attendance continues to be a contributing factor for some underachievement, although it is not the sole explanation.

### **Mathematics**

- The percentage of PP students achieving the expected standard decreased compared to the previous year.
- The attainment gap between PP and non-PP students widened from 13% last year.
- 7 PP students who did not meet the expected standard had attendance below 90%.
- We were close to national average in maths and have been for the last 3 years.

### **Reading**

- The proportion of PP students achieving the expected standard fell
- The attainment gap now stands at 9.9%.
- 2 out of the 7 PP students who did not meet the expected standard had attendance below 90%.
- We were significantly above national average for reading for this year and have been in the last 3 years.

### **Spelling, Punctuation and Grammar (SPAG)**

- Attainment for PP students remained stable at 79.5%.
- The gap between PP and non-PP students reduced significantly, from 12.3% last year to just 0.9% this year.
- 3 PP students who did not achieve the expected standard had attendance below 90%.
- We were significantly above national average for reading for this year and have been in the last 3 years.

### **Writing**

- The proportion of PP students achieving the expected standard declined.
- The attainment gap stands at 16.1%, a slight improvement from last year.
- 3 PP students not meeting the expected standard had attendance below 90%.
- We were in line with national average this year but significantly above for a 3 year period.

### **Science**

- Attainment for PP students decreased
- The gap has increased in the previous year.

### **Combined Attainment (Reading, Writing, and Maths)**

- 47% of PP students achieved the expected standard in all three subjects.
- This represents a decrease from the previous year.
- The attainment gap between PP and non-PP students in combined attainment has widened compared to last year.
- We were in line with the national average for all 3

National comparisons taken from the IDSR.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

### **Incidents by PP**

| <b>Incidents</b> | <b>Pupil Premium Vs Not Pupil Premium</b> |
|------------------|-------------------------------------------|
| 366              | Pupil Premium Eligible                    |
| 155              | Not Pupil Premium Eligible                |

### **Summary**

PP student's behaviour make up the majority of school incidents, 74% of our incidents are from PP students, but of these incidents 12 students make up 83% of the incidents. Showing it is not wide spread over the PP students.

There has also been a reduction in the number of incidents for PP each half term as the year went on.

### **Wider Strategies**

- Continuation of our Breakfast Bagel Club, all PP students had the option to have a bagel in the morning before school, this will continue next year. The uptake for this was high but not recorded.
- The Well-being centre was a huge support for students last year supporting student's mental well-being and giving them a go to person. 31 out of the 49 students who accessed the well-being centre were PP (63%).
- Forest Schools helped students build confidence and social skills 39% of those accessed the provision were PP students to support them in school.
- Trail blazers (60%) was access by PP students.
- Bespoke support for students has been a priority and staff signposting parents when in need of support.
- The NEST provision worked with numerous PP students to support them in school
- Parental engagement in KS2 was a huge success. KS2 put on several events to show case all students and all students were part of the performances, from Christmas shows to form assemblies.
- There is a gap in attendance over all year groups and this remains a continued area of focus as a contributing factor. Work with VIP to support families and getting students int to school continued throughout the year.
- Our goal is to provide opportunities for all PP students and through tracking, all our PP students had 1 or more opportunities in the year. 90% had 2 or more opportunities throughout the year. Year 7 had the least and this has been addressed with progress leaders to ensure all year groups offer the same opportunities.

Attendance:

PP attendance has dropped for the 3 year and the gap has increased slightly again this year. A significant amount of our PA students were pupil premium, an increase from last year.

Based on all the information above, the performance of our disadvantaged pupils somewhat met expectations, and we are at present on course to achieve some of the outcomes we set out to achieve by 2025/26, as stated in the Intended Outcomes section above.

## 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.*