

# Pupil premium strategy statement

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

| Detail  | Data  |
|---|---|
| School name   | The Henry Beaufort School                                     |
| Number of pupils in school  | 1043  |
| % of pupils in receipt of Pupil Premium   | 22.5% (74 Services, 154 FSM, 7 FSM Ever6 as of November 2023) |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024   |
| Date this statement was published   | September 2021  |
| Date on which it will be reviewed   | December 2022 & December 2023                                 |
| Statement authorised by   | Miss S Hearle   |
| Pupil premium lead  | Miss Colebourn  |
| Governor / Trustee lead   | Mrs C Wilson  |

## Funding overview

| Detail  | Amount             |
|---|--------------------|
| Pupil premium funding allocation this academic year   | £165,082.50        |
| Recovery premium funding allocation this academic year  | £36,723.00         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £11,850.00         |
| <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 | <b>£213,655.50</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all of our students, irrespective of background or the additional barriers they are faced with are able to succeed at The Henry Beaufort School: this includes academic progress, alongside cultural enrichment and emotional health and wellbeing.

The focus of our pupil premium statement is to support our disadvantaged students in achieving this goal and ensure that they leave The Henry Beaufort School as happy, successful and well-rounded individuals. This statement has taken into account the diverse, varied and individual challenges that our disadvantaged young people may face, including our LAC and PLAC students. Our strategy statement is linked closely to our 'Disadvantaged Roadmap' which outlines the key interventions (academic, pastoral, enrichment and equipment) in all year groups. All interventions for our disadvantaged students are also logged on our central 'Disadvantaged Intervention Tracker', this tracker closely monitors the range of interventions that each and every disadvantaged child in the school is receiving every academic year.

Our Pupil premium statement covers an imaginative and personalised range of interventions to support our young people. Academically, this begins with Quality First teaching, alongside specific interventions we have put in place to encourage the academic progress of our young people. A focus is on ensuring students are 'secondary ready' and interventions are in place to reduce gaps in reading and literacy levels. A phonics-based literacy programme to support our Year 7 & 8 disadvantaged students arriving with a reading age of under 9 years old, in addition to a fluency-based 'Whole Group Read' graduation programme for students with a reading age of between 9-11 years old. Our statement also covers strategies such as additional core intervention during the school day with Heads of Departments with a disadvantaged emphasis, as well as remote learning and additional revision support and opportunities during holiday periods. We have also introduced 'The Brilliant Club' (part of the National Tutoring Programme) to ensure our high attaining disadvantaged Year 8s continue to be stretched and challenged to attain the highest grades they are capable of and to encourage them into higher education.

In terms of cultural enrichment and emotional wellbeing support, we again have developed a range of strategies bespoke to the needs of our disadvantaged children. This includes a two year mentoring programme starting in year 10 for all disadvantaged students, as well as full financial support for students in need of CBT counselling or who would like to learn a musical instrument. From a cultural enrichment perspective, we are passionate about ensuring all of our disadvantaged students have access to a range of cultural experiences, this includes financially supporting trips for our disadvantaged students whereby all disadvantaged students are entitled to a specified discount on all trips, taking into account the purpose of the trip and family circumstances. We also provide students with additional enrichment trips during the school year and use the hbX tracker to audit what students have or have not had exposure to so that they can be addressed. We also provide 'Holiday Hobby Kits' for our FSM students twice a year to encourage them to take up a new enriching hobby outside of the classroom or to ensure that they have a reading book at home to keep. To support with the attendance of our disadvantaged students, we are also introducing termly 'Attendance raffles', this initiative has been launched with year 11 in the Autumn term and will be expanded to other year groups for the spring and summer terms. We have also recently appointed a 'Disadvantaged student mentor' to help support disadvantaged students who have gaps in attendance and therefore learning so that they get the additional support required in lessons to break the cycle of absence.

A number of our families are in need of additional support given the current economic and social climate. Our Family Support Worker is a new post designed to work with and support families for whom education is not a priority. The aim is to re-engage families with the school community so that education has value and purpose and, where possible reduce the number of students who are persistently absent.

Ultimately, we are passionate and committed to driving the academic and pastoral success of our disadvantaged students, no matter how large the barriers that they must overcome.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <b>Progress and attainment:</b> Analysis of current Year 11 'on track for' data indicates that disadvantaged learners make less progress than their peers at GCSE and attainment is less. The disadvantaged students attainment overall is less than the non-disadvantaged peers.  |
| 2                | Disadvantaged pupils continue to do less well in Maths than English Language GCSE Grade 9-5 although the gap is closing.   |
| 3                | <b>Reduced experiences</b> – our observations are that disadvantaged students have less exposure to cultural capital opportunities and have fewer opportunities. Disadvantaged students do not engage in extra-curricular provision like non-disadvantaged.  |
| 4                | <b>Attendance</b> - Attendance rates for Disadvantaged students remain lower than their peers. Pupil premium disadvantaged students have lower attendance in school than their non-disadvantaged peers.  |
| 5                | <b>Boys progress</b> – Year 11 leavers 2022 shows nearly one grade difference in attainment (girls average grade was 6, boys was 5.03). The gap is also evident in progress (girls progress8 score was 0.84 whereas boys was – 0.05) . This trend is reflected in disadvantaged boys.  |
| 6                | <b>Emotional Wellbeing-</b> Pupil Premium students may be disadvantaged by their emotional health if they are not in the appropriate mindset to learn effectively at school. Conversations with HOY's indicate that the esteem and vulnerability of some girls is of concern and a challenge.  |
| 7                | <b>Home learning/Revision-</b> Internal data for home learning suggests there is a Pupil Premium gap surrounding home learning.  |
| 8                | <b>Literacy-</b> Pupil premium students are more likely to arrive below KS2 expectations for English skills. Alongside this, PP disadvantaged students may lack the cultural capital in knowledge and vocabulary meaning within subject specific and carrier language causing them difficulty in accessing subject curriculums. 9/42 (21%) of Year 7 arrived with a reading age below 9 in 2020; 10/27 (37%) of Year 7 in 2021. Year 7 2022 it is 5/25 (20%), Year 7 2023 it is 9/27 (33%) |
| 9                | <b>Valuing Education</b> – Pupil Premium students may be disadvantaged by their perceived barriers to Post 16, careers and further education.  |
| 10               | <b>Parental Engagement</b> - Assessments of parental engagement for Disadvantaged pupils at progress' evenings, celebration events & online events indicate that attendance to these events is lower than for other pupils.  |
| 11               | <b>Equipment and Digital technology-</b> Pupil premium students less likely to have access to digital technology available to boost learning through online resources. Students may also be inhibited by lacking essential learning resources (such as revision guides/texts). Learning may also be impacted by lack of quality uniform/ winter coats/ well-fitting shoes  |

## 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   |
|---|--|
| <p>Improved attainment among disadvantaged students across the curriculum- in year 11, improvement in the basics measure 4+, 5+ and 7+ GCSEs including English and Maths as well as Progress8 Disadvantaged score</p>             | <p>By the end of our current plan in 2024-25, our Progress 8 score gap will narrow between the disadvantage and non disadvantaged cohort.</p> <p>Disadvantaged students attaining a 4+ in English and Maths will continue to rise and the % achieved between disadvantaged and non disadvantaged will continue to narrow.</p> <p>The attainment 8 score of all disadvantaged students will increase and be in line with the non disadvantaged cohort.</p>  |
| <p>Internal progress measures indicate our disadvantaged students are on track (FFT 20 data and SISRA) and that the gender gap is closing, particularly in subjects such as English, D&amp;T, Photography, History, Geography</p> | <p>Departments use SISRA regularly at each Data Drop point to assess the Disadvantaged gender gap where this is appropriate so that in-year intervention can be actioned. By 2025 there will be an incremental decrease in the disadvantaged gender gap</p>  |
| <p>Disadvantaged students engage well with school, taking pride in their learning and completing home learning and revision successfully and effectively</p>  | <p>Improvement in attitude and Home Learning grades at each Data Drop point, especially focus on improvement of Outstanding HL and attitude grades to ensure Disadvantaged students are ambitious to succeed.</p>  |
| <p>Improved reading comprehension among disadvantaged students in Year 7&amp;8 in order to ensure students can access curriculum effectively</p>  | <p>STAR testing of reading ages in Year 7&amp;8 at the end of each year demonstrates improved reading ages/ comprehension skills among disadvantaged students and their non-disadvantaged peers. Teachers will recognise this improvement through engagement in lessons. Book scrutiny will evidence improvement engagement in home learning and progress will be in line with their attainment bands.</p>   |
| <p>Our disadvantaged students are happy to attend school regularly and improve the attendance figures for disadvantaged students.</p>   | <p>Sustained high attendance by 24-25 demonstrated by improved annual attendance figures over the 3 year plan in all year groups. This will continue to be a priority in line with the School improvement plan.</p> <p>Aim to ensure disadvantaged cohort attendance in in line with the whole school. With an aspiration target of 95%.</p>   |
| <p>Students exposure to experiences that develop cultural capital is increased so that disadvantaged students feel enriched culturally and are more confident and successful as a result</p>                                      | <p>Frequent and consistent opportunities for all disadvantaged students to engage with culturally enriching experiences outside of the classroom- close monitoring of trips offered and students who attended and benefitted from these, student voice and surveys capture how students feel they have benefited from these trips and experiences are tracked on the Hbx tracker. All interventions logged on the disadvantaged intervention tracker to ensure parity of opportunity.</p> <p>Disadvantaged students engagement in extra curricular clubs are monitored and analysed to ensure that they are attending and engaging in at least one extra curricular club.</p> <p>Ensure all disadvantaged students have all strands of the HbX tracker completed by the time they leave Year 11.</p> |
| <p>Students to have access to digital technology at home that works effectively, alongside all essential equipment required to support them to succeed both academically and from a physical wellbeing perspective</p>            | <p>Qualitative data from student voice and student feedback forms. An initial audit to ensure all disadvantaged students have access to a laptop and all equipment they need in order to complete all learning and home learning tasks. Evidence of successful learning at home through improvement of HL grades at each DD point</p>  |

|   |   |
|---|---|
| <p>Student's emotional wellbeing is improved to ensure that they can succeed with their learning and personal development at school and have ambitions to succeed at post 16.</p> | <p>Sustained high levels of wellbeing demonstrated by:<br/> Qualitative data from student voice, student and parent online surveys and teacher observations<br/> A significant increase in engagement with school and therefore improvements in attendance.<br/> Students are provided with support to explore post 16 options so that all students have completed a worthwhile work experience placement and have secured post 16 place.</p>                                   |
| <p>Increasing engagement of families so that education is valued and seen as having purpose</p>   | <p>Attendance to events will improve by 10%. We will be more effective in collecting data to measure engagement and ensure that all parents of disadvantaged parents are contacted personally to events. This will lead to stronger academic outcomes and attendance for students and will be reflected by Sustained levels of engagement within lessons evidence by stamp totals. Decrease in behaviour issues. HOY to analyse data drop attitude grades and stamp totals.</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: £ 127,481.00

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Relaunch of HB2 – Henry Beaufort, Habit Building. Ensure key themes of how to be successful learners are implemented to all lesson to ensure progress   | Improving high quality inclusive teaching has the largest impact on disadvantaged students (EEF)  | 1, 2                          |
| Enhance the quality of teaching for all students, through comprehensive professional development.   | In October 2021 the EEF report on professional development supports that “high quality teaching can narrow the disadvantage gap”  | 1, 2 5                        |
| Embed processes for the setting and tracking of home learning through Arbor.  | Home Learning supported by home learning clubs is shown to have a positive impact on students (5+ months). Home learning can be monitored by teachers using arbor- to assess submission and quality of home learning.   | 7                             |
| CPD for all teachers to develop further expertise in teaching vocabulary and ‘tier’ words<br><br>Working in partnership with our Primary School cluster. In June 2024, an across cluster INSET to focus on ‘narrow the literacy gap’ between primary and secondary. | Acquiring disciplinary literacy is key for pupils to write in a more academic way. ‘Closing the Vocabulary gap’ Alex Quigley EEF ‘ Improving Literacy in Secondary Schools’ Guidance Report 2019 EEF: “Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil.” Autumn 2021 Book Looks | 8                             |
| CPD for all teachers to develop further expertise in improving revision. Including the way metacognition is used in class so that learning is made more visible./ retrieval practice/ spaced learning – led by the revision working party                           | EEF Teaching and Learning Toolkit: Metacognition and Self- regulation” very high impact for very low cost based on extensive evidence” Received curriculum conversations with pupils ‘ Visible Learning and the Science of How we Learn’ John Hattie  | 1, 2, 5, 7                    |
| Recruitment and retention of high quality leaders and teachers and support staff  | A teacher with oversight of the support of disadvantaged students – to track progress, behaviour and attendance and introduce timely interventions when required in support with the HOY, AHOY, SIO’s, Family Support worker, Services manager, Student academic mentor, Designated teacher   | 1, 2, 4, 6, 9                 |

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

Budgeted cost: £23,700

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Mentoring support for all Year 10 disadvantaged students.   | All Year 10 student have a mentor in school to meet fortnightly. This additional support allows the mentor to assess and address any needs and barriers for the student. This regular meeting support progress and behaviour of the student.  | 1, 2, 4, 6                    |
| Deliver bespoke exam focused sessions to ensure Yr 11 students are prepared emotionally and academically for exams.<br>Comprehensive online revision programme for students during Easter and May half term (where applicable offering this in school for our disadvantage cohort)  | Ensuring that all the Year 11 disadvantaged students have all the resource and tool kit in order to revise effectively. Provide students with online revision opportunities and a safe space to revise from during Easter and May half terms.<br>Ensure effective revision is completed in the preparation for the summer exams.<br>Attendance and participation figures at revision opportunities – both in school and online                        | 1, 2, 7                       |
| Additional tuition in maths, English and science during tutor time - personalise the sessions addressing any gaps in knowledge  | EEF evidence shows that one to one support and small group tuition rates highly in its toolkit gaining 5+ months  | 1, 2, 5                       |
| Bespoke and targeted support during transition to Secondary school  | EEF evidence shows that one to one support and small group tuition rates highly in its toolkit gaining 5+ months  | 1, 2, 7, 8                    |
| Curriculum support lessons for small groups   | EEF evidence shows that one to one support and small group tuition rates highly in its toolkit gaining 5+ months. Students benefit from additional support in small groups.   | 1, 2, 8,                      |
| Access to post 16 and higher education opportunities and careers - bespoke careers programme for Disadvantaged pupils ensuring experiences with additional careers guidance.<br>EBP days within school and individual careers interviews with PP dis as the first priority.<br>Ensuring that all Year 10 students have a valuable Work Experience placement | Students complete work experience during Year 10 – we want this to be a valuable and worthwhile experience so that disadvantage students are aspiring for careers and post 16 opportunities. Staff will be supporting this process to maximise the work experience opportunity.<br>Gatsby Benchmark 3 – opportunities for advice and support needs to be tailored to the needs of each pupil. Careers programmes should embed equality and diversity, | 9                             |
| Students have access to literacy intervention to support students through a catch up programme.<br>Literacy intervention strategies.<br>Y7 phonics programme<br>'Read Write Inc' purchased/ Year 8 Fluency programme- Whole Group Read  | EEF highlights importance of small group intervention in catch students up with peers with a focus on improving reading ages<br><br>STAR testing of reading ages in Year 7&8 at the end of each year demonstrates improved reading ages/ comprehension skills among disadvantaged students and their non-disadvantaged peers.   | 8                             |

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

Budgeted cost: £ 39,600

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Additional funding for high quality pastoral support to ensure PP Dis students are happy to attend school regularly and engage positively in their learning.</p> <p>Social inclusion officers, Service support worker, Family Support Worker, Mental health lead, OLC, Student academic mentor</p> | <p>Social and emotional learning have the potential to help young people acquire the skills they need to make good academic progress as there is a clear link between student well being and attainment.</p>  | 1, 2, 4, 6,9                  |
| <p>CBT counsellor available for weekly counselling sessions with PP Dis students during school day to support students in need with their mental/ emotional health and wellbeing</p>  | <p>'Healthy minds' EEF project states the importance of non-cognitive skills alongside cognitive skills in determining academic results. Supporting a student's resilience and wellbeing likely to have a significant effect on academic performance</p>  | 1, 2, 4, 6,9                  |
| <p>School Uniform/ equipment. Academic leaders and Head of Departments, and Head of Years to review the 'bid for need' termly for disadvantaged students to barriers to learning.</p>   | <p>Funding is assigned to provide uniform where pupils need additional support with this or with equipment to access the curriculum e.g ingredients for Food lessons, art materials This is completed by AL's and HoD in the 'Wave 1' funding bid</p>   | 1, 2, 7, 11                   |
| <p>Removal of barriers to Digital technology- complete an audit each year to ascertain if all disadvantaged students have access to a laptop at home</p>  | <p>Pupil premium students less likely to have access to digital technology available to support with home learning, remote learning and accessing of school online resources. EEF toolkit-digital technology can accelerate progress 4+months.</p> <p>School produced student voice data sites lack of technology as significant barrier.</p>   | 1, 2, 5, 7, 11                |
| <p>Transport to school</p>  | <p>Funding is assigned to provide transport in case of safeguarding risks or where transport becomes a barrier to attending school.</p>   | 1, 2, 4                       |
| <p>Curriculum trip support</p>  | <p>Received curriculum conversations with students and parents tells us that financial support for curriculum trips enables children who would otherwise struggle to participate in trips linked to specific curriculum areas or culturally enriching trips. e.g Geography Field work, Enrichment week. Being involved in a extra curricular club will 'tether' a student to the school and ideally improve their engagement and attendance at school. To be completed in 'Wave 2 – funding for trips relating to the curriculum'</p>           | 1, 2, 3, 4, 9                 |
| <p>Extended Curriculum – culturally enriching opportunities beyond the classroom eg Enrichment week, extra curricular clubs</p>   | <p>Received curriculum conversations with students and parents tells us that financial support for trips , including payment for a passport, enables children who would otherwise struggle to participate in trips have access and exposure to new trips and experiences. Enrichment week. Being involved in a extra curricular club will 'tether' a student to the school and ideally improve their engagement and attendance at school. To be completed in 'Wave 3 – funding for culturally enriching opportunities beyond the classroom'</p> | 3, 4, 9                       |

|   |  |               |
|---|--|---------------|
| Fully funded Music lessons available to select PP Dis students to remove barriers and ensure keen musicians have access to weekly lessons   | DFE states importance of music lessons in promoting listening skills, aural awareness, abstract thinking as well as improving reading skills. If applicable, this will also help to improve outcomes in GCSE Music   | 1, 2, 3, 9    |
| Bespoke curriculum intervention for student identified by HOY to support engagement in school life eg 'This Girl Can' course, ELSA, Art Intervention.   | Working with allocated teachers to develop social and life skills that support learning. Our analysis and received curriculum conversations tell us that vulnerable girls in secondary phase are at risk of poor academic achievement as they lack the self-belief and resilience which comes with strong mental health and growth mindset approach.                               | 1, 2, 4, 6, 9 |
| Bespoke curriculum intervention for high achieving disadvantaged Year 8 students to be involved in the 'Brilliant Club'   | 24 Year 8 students complete the Brilliant Club programme (part of the National Tutoring Programme). This is to ensure our high achieving disadvantaged students continue to be stretched and challenged to attain the highest grades they are capable of and encourage them into higher education. Tracking post 16 to see what provision and route that these students opted for. | 1, 2, 9       |
| Secondary ELSA sessions   | The ELSA programme is recognised as an evidence-informed intervention that complements other programmes. The tailor-made approach and ability of ELSAs to design bespoke programmes tailored to the specific needs of each child or young person allows schools to intervene early when social, emotional and wellbeing needs arise.   | 4, 6          |
| Improvement of attendance of disadvantaged students in all year groups with termly attendance raffles for disadvantaged students who have maintained and attendance of 95% or who have improved their attendance by 5% in a term. | Use of incentives to encourage students to attend school more regularly. This initiative also encourages discussion around attendance and the importance of attending school   | 4             |
| All PP Dis students have access to a healthy breakfast at the beginning of the school days to prevent hunger and promote learning   | EEF evidences huge importance of breakfast in order to ensure students can learn effectively. A healthy breakfast greatly develops concentration span and energy   | 1, 2, 6       |
| All disadvantaged students provided a 'hobby kit' over the Easter, Christmas and Summer holidays  | An opportunity for disadvantaged students to take up a new hobby and help occupy them during the holidays  | 3, 6          |
| Provide parental courses which are bespoke and addressing current issues specifically impacting this cohort   | Levels of parental engagement and support is consistently associated with improved academic outcomes   | 10            |

**Total budgeted cost: £190, 781.00**



# Part B: Review of outcomes in the previous academic year

## Outcomes of 2022-2023

| Intended outcome   | Success criteria  | Review of outcomes 2022-2023   |
|--|---|--|
| Improved attainment among disadvantaged students across the curriculum- in year 11, improvement in the basics measure 4+, 5+ and 7+ GCSEs including English and Maths as well as Progress8 Disadvantaged score         | <p>By the end of our current plan in 2024-25, our Progress 8 score should have increased from -0.62 (summer 2021) to 0.</p> <p>Summer 2022 the Progress8 score is 0 – which we will look to maintain and improve.</p> <p>Disadvantaged students attaining a 4+ in English and Maths will rise from 54.5% (2021) to between 65-70%. The 2022 results showed that Disadvantages students attaining a 4+ in English and maths was 53.3%</p> <p>In 2022 the attainment 8 score of all students was 5.48 and disadvantaged students was 3.84. We will aim to continue to reduce this attainment gap.</p> | <p>In Summer 23 Disadvantaged progress 8 score was -0.21, where as the whole cohort was 0.29</p> <p>In 2023 the attainment 8 score was 3.90 for all students it was 5.07</p> <p>Although there is a gap between the disadvantaged cohort and the whole cohort over the 5 years the trend is decreasing.</p> <p>What was promising to see was the number of DIS student attaining 9-4 in English and maths was 60.7%, which was an improvement from the previous year (2022) of 53.3%</p>                           |
| Internal progress measures indicate our disadvantaged students are on track (FFT 20 data and SISRA) and that the gender gap is closing, particularly in subjects such as English, D&T, Photography, History, Geography | <p>Departments use SISRA regularly at each Data Drop point to assess the Disadvantaged gender gap where this is appropriate so that in-year intervention can be actioned. By 2025 there will be an incremental decrease in the disadvantaged gender gap</p>   | <p>A robust data analysis is completed at each cycle to track the progress of the disadvantaged cohort so that timely interventions can be implemented.</p> <p>For the DIS cohort average grades were as follows:</p> <p>English (grade 4)<br/>D&amp;T – Grade 8<br/>Photography – 5-<br/>History – 4+<br/>Geography – 4-</p> <p>With the gender gap reducing in terms of progress.</p> <p>In 2022 the progress 8 gap between boys and girls was 0.741.</p> <p>In 2023 the progress 8 gap had reduced to 0.58.</p> |
| Disadvantaged students engage well with school, taking pride in their learning and completing home learning and revision successfully and effectively  | <p>Improvement in attitude and Home Learning grades at each Data Drop point, especially focus on improvement of Outstanding HL and attitude grades to ensure Disadvantaged students are ambitious to succeed.</p>   | <p>Over the course of the year at data drop cycles students who achieve more then 3 B grades for HL they are invited to attend bespoke HL clubs. This process is overseen by the HoY's.</p>  |
| Improved reading comprehension among disadvantaged students in Year 7&8 in order   | <p>STAR testing of reading ages in Year 7&amp;8 at the end of each year demonstrates improved reading ages/ comprehension</p>   | <p>Literacy continues to be a priority to improve the reading ages and literacy levels with a focus for our DIS cohort.</p>  |

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|---|---|--|
| <p>to ensure students can access curriculum effectively</p>   | <p>skills among disadvantaged students and their non-disadvantaged peers. Teachers will recognise this improvement through engagement in lessons. Book scrutiny will evidence improvement engagement in home learning and progress will be in line with their attainment bands.</p>   | <p>22-23 has been a successful year implementing different reading strategies to improve reading which is robustly tracked and monitored. The appointed of the LSP for Literacy has been beneficially in supporting all students with a focus on disadvantaged students.</p> <p>Tier 3: Out of the 3 DIS Year 8 students who took part in the reading intervention 2 made 'modest impact'. The DIS student who did not make progress was EAL.</p> <p>Tier 2:<br/>5 Year 8 DIS students took part in this intervention progressed on to Tier 3..</p> <p>In Year 7 for 22-23 there were 27 students deemed non secondary ready - 9 of which are DIS (33%) all of which received intensive literacy intervention.</p> <p>All students in Year 7 complete the STAR reading test and then are re tested. This information is shared with colleagues to help inform High quality inclusive teaching.</p> |
| <p>Our disadvantaged students are happy to attend school regularly and improve the attendance figures for disadvantaged students.</p> | <p>Sustained high attendance by 24-25 demonstrated by improved annual attendance figures over the 3 year plan in all year groups.</p> <p>The attendance rate of disadvantaged students is reduced by 5% to more closely match the whole school attendance figure and aim for 95% attendance</p> <p>2019-2000 - Whole School 94.20% DIS 89.94%</p> <p>2020-2021 - Whole School 93% DIS 88.76%</p> <p>2021 - 2022 - Whole School 91.65% DIS 86.60%</p> <p>2022 - 2023 - Whole school 92.5% and DIS 82.9%.</p> | <p>Disadvantaged students attendance was 85.71%. (Year 7 83.32%, Year 8 86.77%, Year 9 82.80%, Year 10 83.29% and Year 11 86.91%.</p> <p>Strategies to ensure students enjoy coming to school and are tethered to school will be reviewed in 2022-2023 and will continue to be a priority within the School Improvement plan with a focus on specific year groups.</p> <p>To address attendance and promote positive attendance we have introduced a number of incentives in 22-23, so we will look to see improvements in 23-24.</p> <p>The Year 11 DIS cohort have a mentor and for every meeting the start of every meeting is to discuss attendance.</p> <p>Furthermore, we have a new staff member who is called the 'Academic Mentor' to specifically support our disadvantaged cohort who's</p>   |

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|--|--|--|
|  |  | <p>attendance is a barrier to learning so that attendance is becoming a barrier.</p> <p>The Family Support worker is also working with a specific caseload of students who are persistently absent and ensure rewards are in place and relationships are being developed with their parents.</p> <p>Working in partnership with the SEND LSP with oversight of supporting ESBA students.</p>   |
| <p>Students exposure to experiences that develop cultural capital is increased so that disadvantaged students feel enriched culturally and are more confident and successful as a result</p>                           | <p>Frequent and consistent opportunities for all disadvantaged students to engage with culturally enriching experiences outside of the classroom- close monitoring of trips offered and students who attended and benefitted from these, student voice and surveys capture how students feel they have benefited from these trips and experiences are tracked on the Hbx tracker. All interventions logged on the disadvantaged intervention tracker to ensure parity of opportunity.</p> <p>Disadvantaged students engagement in extra curricular clubs are monitored and analysed to ensure that they are attending.</p> | <p>The Hbx tracker and the disadvantage intervention tracker continue to track and monitor disadvantaged students access and uptake on culturally enriching opportunities. Each term the tracking document is completed and analysed to identify any gaps. Gaps will be addressed and bespoke opportunities made available where required, for example the whole Year 7 DIS trip to the Hawk Conservancy, which is also a means to 'tether' these students.</p> <p>There is now a clear system in place to track attendance at extra-curricular opportunities and will in turn support to address any barriers to why some disadvantaged students are not attending extra-curricular clubs. All DIS students are provided with 'late bus' pass so that transport is not a barrier to attended.</p> <p>All disadvantaged students are offered a reduction for ALL trips which has resulted in a greater uptake of DIS students in trips.</p> <p>In 2022-2023 the school ran in total 50 trips and in June 23 with a presentation to Governors outlined the number of DIS students who took part - for whole cohort trips all DIS students attended.</p> <p>An email from a parent who their DIS children who had a week at Sandbanks said 'They had an absolutely fantastic week, they loved every day and were so excited to tell me all about every different activity they took part in, it's sounds like so much fun'</p> |
| <p>Students to have access to digital technology at home that works effectively, alongside all essential equipment required to support them to succeed both academically and from a physical wellbeing perspective</p> | <p>Qualitative data from student voice and student feedback forms. An initial audit to ensure all disadvantaged students have access to a laptop and all equipment they need in order to complete all learning and home learning tasks. Evidence of successful learning at home through improvement of HL grades at each DD point</p>  | <p>All new year 7 students are provided with a laptop to use at home after an audit is completed to ascertain if they need one. This is crucial to allow students to access Class charts and now Arbor to prevent any barriers in accessing home learning.</p>   |

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|---|---|--|
| <p>Student's emotional wellbeing is improved to ensure that they can succeed with their learning and personal development at school and have ambitions to succeed at post 16.</p> | <p>Sustained high levels of wellbeing demonstrated by:</p> <p>Qualitative data from student voice, student and parent online surveys and teacher observations</p> <p>A significant increase in engagement with enrichment/cultural capital activities</p>   | <p>During the governors day the student voice for Year 10 DIS said they felt 'well supported'</p> <p>Year 10 student referenced the fact they appreciate the additional support that the mentors provide.</p> <p>With the many emotionally demands on students and specifically our disadvantaged cohort the school have reviewed the provision and have increased the capacity. For 2022-2023 we have employed a family support worker who will work closely with disadvantaged families to improve the engagement with school. This has had a significant positive impact for case load that is assigned. Developing strong relationships with the parents and signposting additional support were required has been really effective. The family support worker is also delivering an 'Inspire' work group with the students as an opportunity to meet and raise aspirations and offer a safe space to discuss issues. We have also introduced a trained councillor in school who prioritised DIS students to give them the emotional support needed with weekly sessions.</p> <p>Assistant HoY's have been appointed to offer additional emotional support for students.</p> |
| <p>Increasing engagement of families so that education is valued and seen as having purpose</p>   | <p>Attendance to events will improve by 10%. We will be more effective in collecting data to measure engagement and ensure that all parents of disadvantaged parents are contacted personally to events. This will lead to stronger academic outcomes and attendance for students and will be reflected by Sustained levels of engagement within lessons evidence by stamp totals. Decrease in behaviour issues. HOY to analyse data drop attitude grades and stamp totals.</p> | <p>The newly appointed Family Support worker is making strong connections with families.</p> <p>We have hosted coffee mornings for bespoke groups of parents to meet with them and ensure that they are developing relationships with parents.</p>   |

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

In 2022 – 2023 the Year 11 Disadvantaged cohort outcomes have indicated that the gap is narrowing our Progress8 score and attainment gap should continue to narrow and diminish, with the aspirational target of it being 0 and above.

In 2023 the Progress 8 score was -0.21 This is in comparison to the whole cohort Progress 8 score of 0.29. Although this was negative the gap is continuing to narrow.

The 2022 results showed that Disadvantaged students attaining a 4+ in English and maths was 53.3%. In 2023 the results showed that 60.7% of DIS students achieved Grade 4+ in Maths and English. Which is an improvement from the 2022 results. The whole cohort was 81% 9-4 for English and Maths.

In 2023 the attainment 8 score of all students was 5.54 and disadvantaged students was 3.89 and will aim to continue to reduce this attainment gap.

We will continue to look at improving the attendance of our disadvantaged students and it has been identified as one of the key barriers to success. In 2021 – 2022 – the Whole School attendance was 91.65%, where as the disadvantaged cohort was 86.60%. In 2022 – 2023 the Disadvantaged students attendance was 85.71%. (Year 7 83.32%, Year 8 86.77%, Year 9 82.80%, Year 10 83.29% and Year 11 86.91%). Strategies to ensure students enjoy coming to school and are tethered to school will be reviewed in 2023-2024 and will continue to be a priority within the School Improvement plan with a focus on specific year groups. Furthermore, we have a new staff member who is called the 'Academic Mentor' to specifically support our disadvantaged cohort where attendance is a barrier to learning.

The Hbx tracker and the disadvantage intervention tracker continue to track and monitor disadvantaged students access and uptake on culturally enriching opportunities. Any gaps will be addresses and bespoke opportunities made available where required. There is now a clear system in place to track attendance at extra-curricular opportunities and will in turn support to address any barriers to why some disadvantaged students are not attending extra-curricular clubs. All disadvantaged students are offered bespoke reduction for ALL trips which has resulted in a greater uptake of DIS students in trips. In 2022-2023 the school ran in total 50 trips and in June 23 with a presentation to Governors outlined the number of DIS students who took part – for whole cohort trips all DIS students attended. An email from a parent who their DIS children who had a week at Sandbanks said 'They had an absolutely fantastic week, they loved every day and were so excited to tell me all about every different activity they took part in, it's sounds like so much fun.'

The Brilliant Club continued to run this year to successfully stress and challenge the more able DIS students and to develop their aspirations at post 16 level.

Literacy continues to be a priority to improve the reading ages and literacy levels with a focus for our DIS cohort. 22-23 has been a successful year implementing different reading strategies to improve reading which is robustly tracked and monitored. The appointed of the LSP for Literacy has been beneficially in supporting all students with a focus on disadvantaged students. The detailed outcomes can be found on page 13.

With the many emotionally demands on students and specifically our disadvantaged cohort the school have reviewed the provision and have increased the capacity. For 2022-2023 we employed a family support worker who will work closely with disadvantaged families to improve the engagement with school. This has had a significant positive impact for the case load that they are assigned. In particular a specific student in Year 11 – who was school refusing. The FSW worked in partnership with the family, student and school to develop strategies and support to allow the student to feel confident at attending school. Their attendance improved to 68%, from previously being a school refuser. The student left school with 7 GCSE and a clear post 16 pathway due to the support that they received. The FSW works closely with the parents and signposting additional support were required which has been really effective. We have accessed additional grants to support not only the pupil premium families, but ultimately the whole school – this is the Connect to Community Grant. We were able to support specific families that required additional heating costs, coats, electrical appliances to name a few.

The family support worker is also delivering an 'Inspire' group with Year 9 girls who are disadvantaged as an opportunity to meet and raise aspirations and offer a safe space to discuss issues. We have also had a trained councillor in school who prioritised DIS students to give them the emotional support needed with weekly sessions. All of these initiatives are aimed at improving the emotional and social well being of our students as in some cases this has been the barrier to attending school.

The Year 11 cohort that left in Summer 2022 significantly benefited from the mentoring programme whereby each disadvantaged students was assigned a mentor. We have reviewed this and in 2022-2023 this is now being introduced with the Year 10

disadvantaged cohort so that they can build and develop a 2 year relationship with the mentor. This will enable the mentor to fully understand the academic, pastoral, social and emotional needs of their mentee. This will continue as the students progress into Year 11. The student voice suggested that they really valued having a mentor and relished the opportunity to have additional support. Because this has been so successful, in 23-24 Year 11 students will mentor Year 8 DIS students to act as a 'buddy' so the Year 8 students have a role model and a positive influence. This will also be rolled out whereby Year 10 students will be mentoring Year 7 students.

Academic leaders and head of departments are supporting the disadvantaged cohort with their 'Bids for Needs'. AL request funds at the start of the academic year to ensure that all DIS students have all the resources and equipment to access their subject and their curriculum needs. This continues to offer the support needed for our DIS cohort to ensure that they are able to access the curriculum and achieve the best outcomes and where possible remove barriers to learning and progress.

Attendance has become a priority for the school to address the attendance of DIS cohort and offer the support available to encourage attendance. There is a clear link between attendance and progress. Students will make the most progress if they are in school, safe and accessing the high quality teaching and learning.

## Service pupil premium funding (optional)

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| Measure   | Details  |
|---|--|
| <p>How did you spend your service pupil premium allocation last academic year?</p>    | <p>Students with SEMH needs are supported by the Service Family Worker, a specific counsellor and a member of the youth team from Worthy Down. Weekly drop in sessions are held to support these students and counselling sessions are offered to students who require additional support. These students attending trips for 'team building' to allow students to support one another and allow the Service Family worker get to know the students.</p> <p>CPD opportunity for staff to raise awareness and support staff in ensuring that students have the best opportunities to maximise progress.</p> |
| <p>What was the impact of that spending on service pupil premium eligible pupils?</p> | <p>The outcome for the Yr 11 cohort for 2023 was positive. Our services cohort had a positive progress 8 of 0.38. Attainment 8 for services – 5.08<br/>9-4 % for English and maths 4+ for the services cohort was 84.6%.</p>   |