

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

## School overview

| Detail  | Data                   |
|---|------------------------|
| School name   | The Castle Rock School |
| Number of pupils in school  | 1231 total/ 1076 KS3/4 |
| Proportion (%) of pupil premium eligible pupils   | 28% / 305 KS3/ 4       |
| Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b> | 2023 - 2026            |
| Date this statement was published   | December 2023          |
| Date on which it will be reviewed   | December 2024          |
| Statement authorised by   | Alex Grainge           |
| Pupil premium lead  | Danielle Clayfield     |
| Governor / Trustee lead   | Andy Winter            |

## Funding overview

| Detail  | Amount    |
|---|-----------|
| Pupil premium funding allocation this academic year   | £ 310,500 |
| Recovery premium funding allocation this academic year  | £83,352   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £ 2,213   |
| <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 | £ 398,135 |



# Part A: Pupil premium strategy plan

## Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Our aim is to use pupil premium funding to support and help us provide a high quality of education in all aspects for the students in our school that are disadvantaged. We want to ensure that the relevant student's attainment is in line with that of students not classed as eligible for pupil premium nationally.

We also want to ensure that the student's experience is pupil centred, ensuring our provision aligns with their needs and their time in our school is positive and is comparable with those students in our school not eligible for pupil premium.

During this period, we will focus on the key barriers, bespoke barriers and challenges that prevent our disadvantaged students from succeeding academically and enduring a positive experience in their time in school. Our strategies will include fundamental wrap around care for all students eligible for PP ensuring they arrive equipped and ready to be in lessons in front of our teaching professionals as often as possible. Our approach academically will also include diagnostics assessments, monitored by staff at all levels to ensure our interventions are targeted specifically to the need of the student. To ensure the strategies are impactful we regularly monitor and adjust accordingly ensuring appropriate and purposeful individual challenge with high levels of expectations, targeted intervention and a whole school approach in which staff take responsibility for disadvantaged students' outcomes and holistic experience. Our expectation at The Castle Rock School is that all students including those that are disadvantaged have an accessible and challenging, knowledge rich and broad curriculum, which allows them to acquire and develop their academic ability and a number of personal characteristics, thus equipping them to pursue any future job or career path they so wish to.

## Challenges

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

| Challenge number | Detail of challenge |
|------------------|---------------------|
|------------------|---------------------|

|   |  |
|---|--|
| 1 | There is a significant attendance gap between PP and non-PP students. A significant % of our PA students are PP.   |
| 2 | There is a significant progress and attainment gap between PP and Non-PP, that has widened.  |
| 3 | Analysis of behaviour data shows PP students disproportionately receiving a high number of behaviour points leading to more sanctions.   |
| 4 | Provide parents with financial, pastoral and academic support to promote engagement with their child's education and progress.   |
| 5 | Analysis of the curriculum and internal/ external support for careers in school, demonstrates that our students would benefit from increased exposure to careers advice and opportunities that would raise aspirations relating to future careers. |
| 6 | A number of our students have experienced less extra-curricular exposure in the form of trips, visits, clubs and academic intervention outside of school time.   |

## 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. Improve attendance of PP students so that it is in line with national average  | PP attendance to be above national average<br>In school attendance gap between PP and non-PP students to be reduced.<br>The gap between PA PP students and non-dis-advantaged is to be reduced in a positive direction.<br>Students to be included and targeted with whole school/ bespoke attendance strategies at all levels of provision. |
| 2. Average attainment and progress of PP to be in line with the national progress of non-PP students.                             | By the end of the current plan the progress score for PP students will be 0. The average attainment 8 grade will be in line with national.   |
| 3. Ensure all students demonstrate a positive attitude to learning and follow the school behaviour the policy.                    | The number of behaviour incidents and sanctions issued to PP is comparable to that of non-PP students.   |
| 4. Provide parents with financial, pastoral and academic support to promote engagement with their child's education and progress. | Positive parental voice on how well they feel supported by the PP team focussing on these three key areas.   |

|   |   |
|---|---|
| <p>5. Raised aspirations for future education and success.</p>  | <p>By the end of our current plan (2026) destination data demonstrates that disadvantaged students are just as likely to go on to study L3 qualifications as their non-disadvantaged peers. 0% NEETs.</p>                         |
| <p>6. Increase opportunities and exposure of students to extra-curricular activities including after school clubs/ trips and visits to deepen understanding of the curriculum and develop cultural capital. Ensure students access additional after school academic support where needed.</p> | <p>All disadvantaged students to access at least one club and trip on offer to their year group.</p> <p>Participation levels in extra curriculum / academic subject support to be monitored and intervention where necessary.</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: £63,218

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Through CPD both internally and at a TRUST level, teachers are supported to embed Quality First Teaching strategies into their daily practise. Whole school CPD to focus on addressing teaching and learning priorities, supported by more bespoke CPD in the form of instructional coaching. The aim is to ensure that an effective teacher is in front of every class, and that every teacher is supported to keep improving. Staff are held accountable for their practise; Teacher Improvement Plans implemented where need arises.</p> | <p>High standard of teaching benefits all students including PP. EEF highlight the most valued resource is that of the teacher, teaching high quality lessons.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p>Instructional coaching evidence base:</p> <p><a href="https://samsims.education/2019/02/19/247/">https://samsims.education/2019/02/19/247/</a></p> <p>Evidence indicates that IC is one of the most effective forms of CPD.</p> | <p>2, 3</p>                   |
| <p>The PP Lead will work to ensure that PP students with needs are high on teacher's agenda; teachers to increase engagement and inclusion of PP students in all lessons through disproportionate targeted questioning, live feedback, checking for understanding, strategic seating plans and monitor and adapt their teaching accordingly.</p>   | <p>High quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>  | <p>2</p>                      |
| <p>Implementation of Trust feedback policy to promote consistency within subjects and across the school. Students to receive regular and high-quality feedback with response time built into lessons to move learning forwards. Book standards and quality of feedback to be subject to regular quality assurance.</p>   | <p>Quality and timely feedback is necessary to close learning gaps. Very high impact based on low cost and extensive evidence base.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p>   | <p>2</p>                      |
| <p>Trust leads for PP to carryout x2 annual PP reviews to ensure that standards continue to raise at TCRS to bring them in line with other trust schools. Actions become embedded in the School Development Plan.</p>  | <p>Evidence indicates that headteachers and governors often related the challenge and support offered to the school by the MAT directly to school improvement. They valued the challenge of the reviews led by either the central team or a team of peers.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachm">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachm</a></p>  | <p>2, 3, 4, 6</p>             |

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|--|---|---|
|  | <a href="#">ent_data/file/936251/Multi_academy_trusts_benefits_challenges_and_functions.pdf</a>   |   |
| Consistent in faculty approach to the setting and monitoring of homework completion. Homework is set with the intention of reviewing, extending or preparing for the curriculum taught in lessons. | Homework can have a positive impact of 5+ months<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a> | 2 |
| PP passports generated following coaching conversations with the PPC. These are communicated with teachers to help them to address the needs of individual students.                               | Addressing educational disadvantage in schools and colleges: M Rowland 2021<br><br>Remove the PP label and focus on understanding the individual needs of PP students.  |   |

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

Budgeted cost: £ 105,108

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><b>Structured interventions across the ability range</b></p> <p>As part of 1265, teachers directed to provide additional academic classes small group tuition afterschool – period 7. This is a targeted/ evidence-based intervention programme – targeting specific students with specific gaps.</p> | <p>Strong evidence suggests that the model of targeted academic support, through trained tutors working with small groups and individuals, can make several months' difference to academic progress.</p> <p><a href="https://www.gov.uk/government/publications/national-tutoring-programme-guidance-for-schools-academic-year-202324/national-tutoring-programme-guidance-for-schools-academic-year-202324">https://www.gov.uk/government/publications/national-tutoring-programme-guidance-for-schools-academic-year-202324/national-tutoring-programme-guidance-for-schools-academic-year-202324</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p><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></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> | 2                             |

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| <p><b>Structured intervention to focus on low ability students with poor reading ages/ poor numeracy</b></p> <ul style="list-style-type: none"> <li>- All Key Stage 3 students to have updated NGRT. Students scoring under 85 (standardised score) to be further screened for intervention. Eligible students to be placed on correct programme of intervention. <ul style="list-style-type: none"> <li>o Y7: 'That Reading Thing'/ Direct Instruction, Reciprocal Reading</li> <li>o Y8/9: Fresh Start, Reciprocal Reading</li> </ul> </li> <li>- Small numbers to access Toe-by-Toe reading intervention (Y11)</li> <li>- Pre-teaching intervention delivered by HoF (Y10) to focus on subject specific terminology/ concepts</li> </ul> <p>Specific numeracy interventions:</p> <ul style="list-style-type: none"> <li>o Direct instruction – Yr7</li> <li>o Doodle maths – Yr 7,8,9 targeted students based on KS2 data, baseline testing and professional</li> </ul> | <p>As part of their tiered approach the EEF recommend that PP funding is used to targeted interventions to support language and literacy development.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/producti on/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833">https://d2tic4wvo1iusb.cloudfront.net/producti on/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</a></p> <p>According to the Teaching and Learning Toolkit (EEF) The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading</a></p> <p><a href="https://toe-by-toe.co.uk/wordpress/wp-content/uploads/2021/04/Toe-By-Toe-Academic-Research-Data-.pdf">https://toe-by-toe.co.uk/wordpress/wp-content/uploads/2021/04/Toe-By-Toe-Academic-Research-Data-.pdf</a></p> <p>Evidence suggests that the more a child uses Doodle maths, the faster they progress.</p> <p><a href="https://doodlelearning.com/impact">https://doodlelearning.com/impact</a></p> <p>DI internal impact data 2022/2023 = 38 months progress for English/ 24 months for maths.</p> |      |
| <ul style="list-style-type: none"> <li>- Make effective use of careers advisors for all PP students and through careers information in the PSHE curriculum.</li> </ul>   | <p>First-hand experiences of the world of work alongside independent and impartial career guidance, is important to give young people the type of insights, exposure and experiences that will help them succeed in the world of work</p> <p><a href="https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match">https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match</a></p>   | 2, 5 |
| <ul style="list-style-type: none"> <li>- Engaging with the National Tutoring Programme to provide small group tutoring in priority subject areas/ year groups. Classes will be representative of PP %.</li> </ul>  | <p>Strong evidence suggests that the model of targeted academic support, through trained tutors working with small groups and individuals, can make several months' difference to academic progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://www.gov.uk/government/publications/national-tutoring-programme-guidance-for-">https://www.gov.uk/government/publications/national-tutoring-programme-guidance-for-</a></p>   | 2    |



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|---|--|--|
|   | <a href="https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better?utm_source=/news/measuring-up-helping-teachers-to-assess-better&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=monitoring">schools-academic-year-202324/national-tutoring-programme-guidance-for-schools-academic-year-202324</a>   |  |
| - Increase accuracy of data reporting to ensure that HoF and line managers have a realistic picture of current grade and most likely grade to inform students targeted for intervention.  | The EEF including the Teaching and Learning Toolkit, put a heavy emphasis on the value of identifying pupils in need of additional support. This requires good diagnostic assessment, and the effective monitoring of pupil progress.<br><br><a href="https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better?utm_source=/news/measuring-up-helping-teachers-to-assess-better&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=monitoring">https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better?utm_source=/news/measuring-up-helping-teachers-to-assess-better&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=monitoring</a> |  |
| - Year 11 students to follow a metacognition curriculum. This is designed to help students to understand how they learn best to ensure they can make effective decisions relating to independent learning. CPD to focus on Metacognition and how we can use strategies in our teaching to improve outcomes for students | Evidence suggests that developing our understanding of memory and how to balance cognitive load, and then applying this understanding in the classroom, has the potential to improve outcomes for all children.<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</a>                                      |  |

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

Budgeted cost: £ 225,462

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Make effective use of two attendance and vulnerable family officers (Focus: disadvantaged students) who analyse attendance and run attendance clinics/ home visits where negative attendance patterns are forming. Officers to focus on the PA PP students.  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a> | 1                             |
| A Pupil Premium champion is employed to facilitate our pupil centred approach. Regular mentoring to take place with a focus on attendance, behaviour and academic progress; supporting students to remove any general and bespoke barriers they may face. Improve communication and engagement with parents. Work in Liaison with HoY/ | Mentoring has a small positive impact on academic outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.   | 1                             |

|  |   |     |
|--|---|-----|
| <p>Pastoral mentors/ SEN to ensure there is a retained and holistic focus on PP students. Monitor spending of the allowance and intervene where students have not accessed the allowance.</p>  | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>  |     |
| <p>One deputy headteacher and three pastoral assistant headteachers all with an overarching focus on behaviour; with clearly defined specific responsibilities relating to alternative provision, suspensions, internal isolation, and rewards to ensure that a granular approach is taken.</p>                | <p>Evidence suggests that learning is underpinned by good school behaviour strategies and systems.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=behaviour</a></p> | 3   |
| <p>As part of the attendance strategy students will track their attendance weekly. The strategy includes use of whole school/ year/ tutor group/ individual attendance rewards to praise and motivate good attendance.</p>   | <p>This document provides GOV guidance to schools and local authorities to support them to improve school attendance.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#principles-of-an-effective-whole-school-attendance-strategy">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#principles-of-an-effective-whole-school-attendance-strategy</a></p>                            | 1,3 |
| <p>Implement allowance system to reduce/ remove financial barriers for parents/ carers. This is to include support with uniform, resources, educational trips.</p>   | <p>PP funding can help tackle some of the barriers that stand in the way of eligible pupils' progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</a></p>   | 4   |
| <p>Actively encourage a positive start to the day with free breakfast club for all years.</p>  | <p>There is evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning supporting behaviour and school attendance. Supporting resources: The EEF has independently evaluated the Magic Breakfast programme.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/first-uk-trial-on-the-impact-of-free-breakfasts-on-pupils-attainment">https://educationendowmentfoundation.org.uk/news/first-uk-trial-on-the-impact-of-free-breakfasts-on-pupils-attainment</a></p>   | 4   |
| <p>Libraries to be open from 8am and afterschool until 4.00pm for KS3/ 4 students. Revision materials to be easily accessible for KS4 students. In addition, books that support and extend thinking around the curriculum as well as a range of books to encourage reading for pleasure will be available.</p> | <p>Pupils who receive free school meals and do use their school library:</p> <p>Enjoy reading and writing more, read and write for pleasure in their free time more, have greater confidence in their reading and writing abilities and engage with a greater diversity of reading material and writing.</p>  | 2   |

|   |   |          |
|---|---|----------|
|   | <p>Pupils on free school meals see a welcoming library as a safe haven.</p> <p><a href="https://literacytrust.org.uk/research-services/research-reports/exploring-literacy-related-behaviours-and-feelings-pupils-eligible-free-school-meals-relation-their-use-and-access-school-libraries/">https://literacytrust.org.uk/research-services/research-reports/exploring-literacy-related-behaviours-and-feelings-pupils-eligible-free-school-meals-relation-their-use-and-access-school-libraries/</a></p>  |          |
| <p>Students to have access to extracurricular opportunities and specialists on school site further developing their educational and cultural capital experiences. Music lessons to be paid in full for PP students.</p> | <p>Before and after school programmes with a clear structure and a strong link to the curriculum are clearly linked to academic benefits.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> | <p>6</p> |

**Total budgeted cost: £ [393,788]**

## 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 2022 to 2023 academic year.

#### 1. Attendance:

Attendance improved for PP students from 82.9% (2021-2022) to 86.9% (2022-23)

- PP PA reduced from 54.2% (All years) to 42.7%
- PA gap between Non-PP and PP students of 19.6%. (This has widened by 1.8%)

#### 2. Progress and attainment gap between PP and Non-PP is significantly reduced

- May 2023 Ofsted inspection: The Quality of Teaching and Learning improved from inadequate to requires improvement

- Overall Progress 8 has improved from -0.96 To -0.79 for all students

2021 – 2022 Average progress 8 – PP students -1.30, non-PP students -0.90 (TCRS) Gap = -0.40

2022 – 2023 Average Progress 8: PP students -1.20, non-PP students -0.61 Gap = -0.59

(Quality of teaching improving, PP PA students having a huge impact on progress)

- NTP funding: Maths School Led tutoring = PP students that attended more than 6 sessions – 83.3% made positive progress, compared with PP students who did not attend the intervention 52.6% positive progress.
- NTP funding: English My Tutor = 100% of PP students who attended 50% or more made positive progress, compared to 48.8% of PP students who did not attend the intervention
- NTP funding: Science My Tutor = 62.5% of PP students who attended 50% or more made positive progress in comparison to 41.8% of PP students who did not attend intervention.

#### 3. Positive attitude to learning displayed and students following the behaviour policy

- May 2023 Ofsted inspection: Behaviour and culture judged as good, which has improved from an inadequate judgement.

PP % of behaviour consequences decreased from 40.7% to 34.8%.

#### 4. Remove financial barriers to variety of aspects of students' educational experience.

- Students across all year groups were provided with a Chromebook if a need was identified.
- Allowance email sent out half termly to parents.
- Additional support with educational resources/ transport provided to after school intervention to PP based on identified need

#### 5. Raised aspirations for future education and success.

- 99.17% of Year 11 students went onto further education/ training/ apprenticeships. (0.83% became a mother)
- 100% of PP students had careers guidance
- 100% of PP carried out either onsite/ virtual work experience

#### 6. Increase opportunities and exposure of students to extra-curricular activities

- Extra curriculum programme in place. System for monitoring attendance to sessions set up.

## 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*

| <b>Programme</b>    | <b>Provider</b> |
|---------------------|-----------------|
| School led tutoring | In house staff  |
| Tuition partner     | MyTutor         |

## Service pupil premium funding (optional)

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

| <b>Measure</b>   | <b>Details</b> |
|--|----------------|
| 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.*