

# Pupil premium strategy statement – Ulverston Victoria High School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1343
Proportion (%) of pupil premium eligible pupils	13.11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-26
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Matthew Hardwick Headteacher
Pupil premium lead	Thomas Reader Pupil Premium Lead
Governor / Trustee lead	Charlotte Wraith Pupil Premium Lead Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£169,020

# Part A: Pupil premium strategy plan

## Statement of intent

Our principal intent is to ensure that all pupils regardless of their background or barriers to learning, will make the same progress as their non pupil premium peers and enjoy academic success across the curriculum including in Ebacc subjects.

We aim to support disadvantaged pupils to achieve their academic targets including those who have been identified as academically able. We will analyse all the barriers faced by vulnerable students including those who have a social worker and those who are young carers. This document is intended to explain and validate the decisions we have made and actions we have put in place to best support our vulnerable and disadvantaged students.

“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” (*The EEF guide to the Pupil Premium*). It is indisputable that high quality teaching is essential in ensuring all students achieve their academic goals and this is critical regarding disadvantaged students and closing the disadvantaged attainment gap. Providing high quality teaching remains our uppermost priority and this will have benefits for all students in the school, both disadvantaged and non-disadvantaged learners. We also understand that this must be sustained throughout a student’s education and, through a rigorous monitoring process of teaching, to ensure that students are given the best possible classroom experience.

Our approach to support disadvantaged pupils includes setting challenging targets for disadvantaged pupils. We have uplifted targets for disadvantaged pupils to take account of the gap that exists between disadvantaged students and their non-disadvantaged peers (current Yr8 pupils, and incoming Yr7 pupils). Teachers will develop authentic relationships with pupils and will understand the assets and talents students bring to the classroom, as well as any barriers they may face. We will ensure an equitable learning experience for our disadvantaged pupils by pre-teaching, modelling, giving priority attention during lessons, support to complete home learning, providing additional learning resources, carefully considering the curriculum content and not assuming prior knowledge. (*Equity in Teaching – Lee Elliot Major and Emily Briant – 2023*).

We will carefully monitor the progress of disadvantaged students in order to suggest appropriate targeted interventions. Before any intervention is implemented, we will diagnose disadvantaged students’ barriers, challenges and needs (whether pastoral or academic), we will use robust evidence to support our strategy; implement this then continually monitor, review and modify.

The diagnosis of individual students' needs will be based on attendance data and levels of persistent absence; academic assessments and teacher feedback on pupils' level of engagement and participation, behaviour incidences and exclusions data; information on wellbeing, mental health and safeguarding; access to technology and curricular materials.

We believe that all students should enjoy a rich and varied curriculum but also have a good understanding of their curriculum journey in every subject. Whilst knowledge is important to all learning, students need to understand new learning in relation to what they already know and be taught strategies to enable them to retrieve knowledge. This is particularly important to disadvantaged students some of whom may struggle to connect prior, current and future learning. All lessons will begin with 'Do now activities' which revisit prior learning to assist with knowledge retrieval and "giving students tasks that embed and reinforce learning; requiring them to practise until learning is fluent and secure; ensuring that once-learnt material is reviewed/revisited to prevent forgetting" (***Evidence Based Education – Great Teaching Toolkit – Evidence Review June 2020***). During lessons all students will be provided with explanations of the learning journey through each key stage for every subject, and knowledge notes for topics provided. We will use robust diagnostic assessment and ensure this informs teaching and learning and is able to ensure that misconceptions are addressed. "All teachers understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is an where the teacher wants them to be. This process is a crucial component of high-quality teaching and can be seen in classrooms across all phases and subjects" (***Teacher feedback to Improve Pupil Learning – EEF October 2021***). The school continues to develop a metacognitive approach to teaching and learning, recognising that it is an effective way of improving outcomes. "The potential of these approaches is very high, particularly for disadvantaged pupils." (***EEF Guidance Report April 2018***).

In summary, our intent is to ensure that our curriculum and teaching meet the needs of all students, and the needs of our disadvantaged pupils are prioritised to ensure an equitable approach. We believe that all staff must take responsibility for the progress and outcomes of disadvantaged students and that they should have high expectations of what students can achieve. We will identify any barriers to learning (academic and pastoral) for disadvantaged students and, where necessary, act early to implement bespoke interventions to address individual pupil challenges, barriers and needs. We will monitor the effectiveness of strategies already implemented, and ensure unhelpful interventions are stopped. We understand the importance of leadership and governance in monitoring and evaluating the impact of any interventions and review will be an ongoing part of this process. We also understand the importance of ensuring the cost effectiveness of any interventions.

## Challenges

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

Challenge number	Detail of challenge																														
1	<p>Attendance data:</p> <p><b>PP – Pupil Premium Attendance</b>  <b>PA – Persistent absence</b>  <b>WS – Whole school attendance</b></p> <table border="1"> <thead> <tr> <th>From Sep 21 to Jul 22</th> <th>From Sep 22 to Jun 23</th> <th>From Sep 23 to Jul 24</th> </tr> </thead> <tbody> <tr> <td>WS – 89.7%</td> <td>WS – 92.7%</td> <td>WS – 91.4%</td> </tr> <tr> <td>PP – 84.7%</td> <td>PP – 85.9%</td> <td>PP – 83.9%</td> </tr> <tr> <td>WS PA – 24.9%</td> <td>WS PA – 20.2%</td> <td>WS PA – 34.4%</td> </tr> <tr> <td>PP PA – 44%</td> <td>PP PA – 44.2%</td> <td>PP PA – 56.4%</td> </tr> </tbody> </table>	From Sep 21 to Jul 22	From Sep 22 to Jun 23	From Sep 23 to Jul 24	WS – 89.7%	WS – 92.7%	WS – 91.4%	PP – 84.7%	PP – 85.9%	PP – 83.9%	WS PA – 24.9%	WS PA – 20.2%	WS PA – 34.4%	PP PA – 44%	PP PA – 44.2%	PP PA – 56.4%															
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2	<p><b>Literacy data (Reading Risk Data):</b></p> <p>Literacy levels are generally lower for disadvantaged students than those of their peers. The school has established a Reading Risk Register to implement appropriate interventions such as taught literacy lessons, lexia sessions, and reading buddies. The school also runs reading, literacy and phonics interventions for identified students.</p> <table border="1"> <thead> <tr> <th></th> <th>% of students on reading risk register – Sep 2023</th> <th>% of students on reading risk register – Sep 2024</th> <th>% of pupil premium students on reading risk register – Sep 2023</th> <th>% of pupil premium students on reading risk register – Sep 2024</th> </tr> </thead> <tbody> <tr> <td><b>Year 7</b></td> <td></td> <td>18%</td> <td></td> <td>33%</td> </tr> <tr> <td><b>Year 8</b></td> <td>17%</td> <td>15%</td> <td>13%</td> <td>23%</td> </tr> <tr> <td><b>Year 9</b></td> <td>14%</td> <td>12%</td> <td>19%</td> <td>19%</td> </tr> <tr> <td><b>Year 10</b></td> <td>11%</td> <td>7%</td> <td>18%</td> <td>13%</td> </tr> <tr> <td><b>Year 11</b></td> <td>15%</td> <td>12%</td> <td>27%</td> <td>27%</td> </tr> </tbody> </table>		% of students on reading risk register – Sep 2023	% of students on reading risk register – Sep 2024	% of pupil premium students on reading risk register – Sep 2023	% of pupil premium students on reading risk register – Sep 2024	<b>Year 7</b>		18%		33%	<b>Year 8</b>	17%	15%	13%	23%	<b>Year 9</b>	14%	12%	19%	19%	<b>Year 10</b>	11%	7%	18%	13%	<b>Year 11</b>	15%	12%	27%	27%
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3	<p>Social and emotional issues –</p> <p>Our assessments, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression and low self-esteem. These challenges particularly affect disadvantaged students, including their attainment (see below). Teacher referrals for support remain high.</p>																		
4	<p>Our observations suggest many lower attaining disadvantaged students lack metacognitive / self-regulation strategies when faced with challenging tasks. This has been seen across all curriculum areas.</p> <p>Students can have low self-esteem and lack the resilience to keep trying when attempting difficult tasks. We continue to develop Metacognitive strategies, to encourage students to work more independently needs to be re-established as a key focus for teaching and learning, alongside a learning journey and spiral curriculum understood by teachers, students and pupils. Additionally, lessons are now structured and ‘Do now activities’ are used at the start of lessons to reinforce prior learning. Knowledge notes are used so students can easily refer back to key learning points and exit tickets are used to assess understanding and to feed into planning for future lessons. These strategies are effective in ensuring recall is strengthened.</p>																		
5	<p><b>Extra-curricular data:</b></p> <table border="1" data-bbox="363 1016 1407 1335"> <tr> <td data-bbox="363 1016 715 1285"></td> <td data-bbox="721 1016 1056 1285">           % of students attending extra-curricular clubs – lunchtime and afterschool.  (Sep 2024 – Nov 2024)         </td> <td data-bbox="1062 1016 1407 1285">           % of pupil premium students attending extra-curricular clubs – lunchtime and after school.  (Sep 2024 – Nov 2024)         </td> </tr> <tr> <td data-bbox="363 1294 715 1335">% of students</td> <td data-bbox="721 1294 1056 1335">39%</td> <td data-bbox="1062 1294 1407 1335">43%</td> </tr> </table>		% of students attending extra-curricular clubs – lunchtime and afterschool.  (Sep 2024 – Nov 2024)	% of pupil premium students attending extra-curricular clubs – lunchtime and after school.  (Sep 2024 – Nov 2024)	% of students	39%	43%												
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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

### Previous intended outcomes:

Intended outcome	Success criteria
<i>Improved literacy levels among disadvantaged students with a particular focus on reading.</i>	By the end of our current plan in 2024-2026, literacy tests demonstrate improved reading skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.
<i>Improved outcomes for disadvantaged students at GCSE, in particular for Maths and English.</i>	GCSE results, particularly in Maths and English demonstrate an upward trend with improved results and a similar disparity

	between results of disadvantaged students and their non-disadvantaged peers.
<i>Achieve proportional representation in extra-curricular activities.</i>	Attendance data for clubs shows proportional representation for disadvantaged students across a range of opportunities – sports and performing arts club, lunchtime clubs, and trips and extra-curricular activities.
<i>To achieved sustained improved wellbeing for all students, including those who are disadvantaged.</i>	Sustained high levels of wellbeing from 2024-26 demonstrated by qualitative data from student voice, the feeling safe in school survey, student parliament representatives, and fewer wellbeing referrals.
<i>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</i>	High attendance data from 2024-26, demonstrated by a smaller overall disparity in attendance figures between disadvantaged students and their non-disadvantaged peers, and a reduction in the % of students who are persistently absent.
<i>Improved metacognitive and self-regulatory skills amongst disadvantaged students across all subjects.</i>	Teacher reports and class observations suggest a greater proportion of disadvantaged students are able to monitor and regulate their own learning. This is supported by improved engagement in lessons and improving rates of homework completion.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 25,096

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils.</i>	Research shows that 'high-quality teaching is the most important lever that will help to improve disadvantaged outcomes'. This has been identified as a key principle in the EEF Guide to the Pupil Premium.	1, 2, 3, 4, 5, 6
<i>CAT tests</i>	Understanding a child's ability to learn can inform teaching. These tests help identify potential and the need for any additional support in areas that are known to make a difference to learning.	1, 2, 4, 5

	<b>(Closing the attainment gap through evidence-informed teaching NFER May 2019)</b>	
<i>Purchase of standardised diagnostic assessments (NGRT reading tests) and development of a Reading Risk Register so teachers can adapt teaching to meet needs of pupils.</i>	Standardised tests facilitate an understanding of specific strengths and weaknesses. Once these have been identified the student can be helped to progress by providing the necessary support and continually monitored for progress. <b>(Standardised tests – Assessing and Monitoring Pupil Progress / EEF)</b>	2
<i>Supporting the recruitment and retention of teaching staff, staff previously given time to undertake NPQs. 11 staff in total have completed training in senior leadership, leading teaching, leading behaviour and culture and leading teacher development. Staff will use this training to contribute to continued professional development across the school to support high quality teaching.</i>	Managing workload and offering effective professional development are key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning. <b>(EEF Guide to the Pupil Premium – Evidence brief: Using research evidence to support your spending decisions)</b>	1, 2, 3, 4, 5, 6
<i>Developing a teaching and learning plan that involves reviewing the curriculum to ensure it is broad and balance, embedding CFU techniques in the classroom to allow diagnostic assessment and effective adaptive teaching, developing a teaching and learning framework to help develop classroom pedagogy and a new observational framework, introduce instructional coaching to improve classroom practice and train teacher educators, and develop a new assessment and feedback policy.</i>	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils.  Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.  Mentoring and coaching can be an important source of support, especially for early career teachers. Schools should carefully consider the core components that make these strategies effective when developing their approach.  <b>(EEF Guide to the Pupil Premium – Evidence brief: Using research evidence to support your spending decisions)</b>	1, 2, 4, 6



<p><i>Development of a comprehensive personal development curriculum.</i></p>	<p>“Schools are crucial in preparing pupils for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so” <b>Ofsted Handbook September 2023</b></p>	<p>3, 4</p>
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 105,669

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Reading buddies</i></p>	<p>Peer tutoring involves pupils working in pairs or small groups to provide each other with explicit teaching support. Such an approach is likely to require careful coordination, training and development <b>(EEF Guide to the Pupil Premium – Evidence brief: Using research evidence to support your spending decisions)</b></p>	<p>1</p>
<p><i>Maths buddies – Extra lessons for identified KS3 students.</i></p>	<p>EEF Improving Mathematics in KS2 and 3 – Recommendation 7 – Use structured interventions to provide additional support.</p>	<p>2</p>
<p><i>Purchase of standardised diagnostic reading tests.</i></p> <ul style="list-style-type: none"> <li>• <i>Phonics intervention in Year 7 – 1 period per week plus phonics intervention in 1 form time (Risk 3 students).</i></li> <li>• <i>Reading intervention in Year 7 – 1 period per week plus 1 form time (Risk 1 and 2 students).</i></li> <li>• <i>Literacy group intervention in Years 8 and 9 – 2 periods per week and reading</i></li> </ul>	<p>Standardised tests will provide the school with baseline data and details of students’ strengths and weaknesses to inform interventions or other appropriate measures <b>(EEF – Using your pupil premium funding effectively)</b></p>	<p>1, 2</p>

<p><i>intervention in 1 form time (Risk 2 and Risk 3 students).</i></p> <ul style="list-style-type: none"> <li>• <i>Students in Yr7-12 have had their reading risk tested and a reading risk register that staff can use to inform quality first teaching has been developed.</i></li> </ul>		
<p><i>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND.</i></p>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.</p> <p><b><i>(EEF Guide to the Pupil Premium – Evidence brief: Using research evidence to support your spending decisions)</i></b></p>	<p>2, 4</p>
<p><i>Teaching assistant deployment and interventions, for example, by supporting high quality provision within the classroom or delivering evidence based, structured interventions.</i></p>	<p>Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should complement (rather than replace) high quality provision from the class teacher.</p> <p><b><i>(EEF Guide to the Pupil Premium – Evidence brief: Using research evidence to support your spending decisions)</i></b></p>	<p>2, 4</p>
<p><i>RADY project: Developing an equitable approach to teaching. Disadvantaged students have their targets raised to take account of gap that exists between disadvantaged students and their non-disadvantaged peers. Teachers given training in equity in teaching to provide pupils with the additional support they</i></p>	<p>The individual expectations for PP children are adjusted so that the average target for the PP group is equal to the average target for the non PP group.</p> <p>“Before implementation of the RADY project, disadvantaged children were making less progress than others; after implementation, they were making not just the same progress, but better progress – they were catching up” – RADY PROJECT</p>	<p>2, 3, 4, 5, 6</p>

<i>need to meet these raised targets.</i>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 108,902

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>PASS survey to explore social and emotional wellbeing</i></p> <p><i>Students targeted for SEALS intervention (Social and emotional aspects of learning)</i></p>	<p>The PASS survey uses 50 multiple choice questions to give standardised data scores on 9 separate threads linked to social and emotional wellbeing and their impact on readiness for learning. These are then ranked in accordance to where they fit into national benchmarks leading to appropriate interventions, as necessary.</p> <p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p> <p><b><i>(EEF Guide to the Pupil Premium – Evidence brief: Using research evidence to support your spending decisions)</i></b></p>	4
<p><i>Senior Learning Mentor: Mental Health and Wellbeing</i></p> <p><i>School counsellor – works two days a week and works with students from Yr7-13.</i></p> <p><i>Form 45 – A vertical form group that supports students with social, emotional and behavioural needs.</i></p>	<p>They have a positive impact on average of 4 months additional progress in academic outcomes over the course of an academic year. They are shown to improve social and emotional learning skills.</p> <p><b><i>(Social and Emotional Learning Interventions EEF)</i></b></p>	2, 4, 5
<p><i>School Welfare Officer</i></p>	<p>The role is key in supporting student wellbeing. The welfare will work with students on self-esteem and confidence and signpost those who need further support to relevant outside agencies.</p>	2, 4, 5

	<p>“Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully” (The EEF Guide to the Pupil Premium)</p>	
<p><i>Positive behaviour centre (Engagement Centre) run by 3 colleagues, a manager, and a deputy manager.</i></p>	<p>“A tailored approach to support an individual’s behaviour should complement the school’s behaviour policy”</p> <p><b>(EEF Improving behaviour in Schools Guidance Report – October 2021)</b></p>	4
<p><i>Supporting attendance: Attendance monitored by pastoral team and Senior Learning Mentor: Mental Health and Wellbeing.</i></p> <p><i>Attendance data is closely monitored, including persistent absence and severely absent, and appropriate interventions put in place.</i></p> <p><i>F45, Townlands and the Engagement Centre also support with improving attendance.</i></p>	<p>Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <p><b>(EEF Guide to the Pupil Premium – Evidence brief: Using research evidence to support your spending decisions)</b></p>	5
<p><i>Extracurricular activities, including sports, outdoor activities, and arts and culture, for example music lessons and school trips.</i></p> <p><i>Attendance at extra-curricular activities monitored to see trends for different pupil groups, and to identify barriers to attending.</i></p> <p><i>Disadvantaged students prioritised for extra-curricular opportunities (introduction of a trip tracker to track</i></p>	<p>Extracurricular activities are an important part of education. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.</p> <p><b>(EEF Guide to the Pupil Premium – Evidence brief: Using research evidence to support your spending decisions)</b></p>	3

<p><i>attendance at extra-curricular school trips).</i></p> <p><i>Music tuition subsidised; School trip subsidies;</i></p> <p><i>Extra-curricular activities mapped out to allow families to plan for upcoming activities.</i></p>		
<p><i>Purchase of resources for DT lessons.</i></p> <p><i>Purchase of all revision materials / textbooks / calculators.</i></p> <p><i>Loan of laptops to students who require these for home.</i></p>	<p>Every PP student has the required equipment for daily learning. This lessens the number of barriers to learning.</p>	<p>2, 4, 5</p>

**Total budgeted cost: £ 239,667**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils –

#### Intended outcomes from 2022-2024 strategy statement:

- 1. Improved literacy levels among disadvantaged students with a particular focus on reading.**

The data from our reading risk register suggest that targeted interventions for literacy and reading is having the desired effect at reducing the percentage of students for whom reading is a barrier to their progress. The percentage of PP students on the reading risk register remains marginally higher, and therefore this target remains on our PP strategy.

- 2. Improved attainment in maths by disadvantaged students particularly for those with higher prior attainment.**

#### 2023 and 2024 Maths Exam Results:

Subject progress index 2023 (All students):	Subject progress index 2023 (Disadvantaged students):	Subject progress index 2023 (Disadvantaged students – middle and higher prior attainment):
-0.04	-0.36	-0.31

Subject progress index 2024 (All students):	Subject progress index 2024 (Disadvantaged students):	Subject progress index 2024
-0.10	-0.59	-0.67

Data from the 2023 and 2024 maths exam results suggest that the gap between disadvantaged students and their non-disadvantaged students has increased in Maths. Therefore, this will remain as a target on our new strategy statement, alongside the development of RADY as a long-term strategy to reduce the disparity between

disadvantaged students and their non-disadvantaged peers and promote equity in teaching.

### **3. Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.**

The development of common DNA activities in lessons to support meta-cognition, and assessment for learning strategies that focus on live feedback and allow teachers to adapt teaching to the needs of all pupils has improved metacognitive and self-regulatory skills among disadvantaged students across all subjects. Homework completion remains an issue, particularly for disadvantaged pupils. It remains as a focus on the new strategy statement.

### **4. Improved outcomes for disadvantaged students at GCSE.**

Last year outcomes for disadvantaged students improved in terms of the attainment 8 gap narrowing slightly in 2024 compared to 2023, however the Progress 8 gap increased, but remains slightly lower than 2022. A continued focus on high quality teaching and equitable practise will help narrow the gap.

Attainment 8 GAP:

2024	2023	2022	2021 TAG	2020 CAG	2019
16.55	17.47	16.77	8.53	13.10	11.13

The Progress 8 gap increased:

2024	2023	2022	2021 TAG	2020 CAG	2019
0.92	0.58	0.98	0.20	0.50	0.78

### **5. To achieve and sustain improved wellbeing for all students, including those who are disadvantaged:**

Our feeling safe in school survey is continuing to show an upward trend in the percentage of students who feel safe in school. Our pastoral team monitor this alongside more qualitative data and student referrals.

#### **Feeling safe in school survey headlines:**

Autumn 2023 – 86% of students feel safe in school.

Spring 2024 – 89.8% of students feel safe in school.

Summer 2024 – 89.6% of students feel safe in school.

**6. To achieve and sustain improved attendance for all students, particularly our disadvantaged students:**

Attendance data suggests that attendance for all students was marginally higher in 2023-24 than the previous year, however attendance of PP students was lower. Therefore, it remains as a key target on our pupil premium strategy for 2024-26, and the strategies to achieve this are detailed above.

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

£6460

Spending details as above on teaching, targeted academic support and wider strategies.



## Further information (optional)

*Grants have been sourced, applied for and used to purchase equipment to increase attendance at extra-curricular clubs and to reduce costs.*

*Grants have been used to provide additional opportunities for disadvantaged students – e.g. Achieve Equity Grant used to send students on Raising Aspirations University visit.*

*Targeted financial support given to support families in need, and to support attendance and wellbeing – e.g. providing uniform.*