

Pupil Premium Strategy Statement and Plan 2024-2027



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our pupil premium 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 – as of January 2024 census

Detail	Data																												
School name	Fullhurst Community College																												
Number of pupils in school	1516																												
Proportion (%) of pupil premium eligible pupils	37% (558)																												
	<table border="1"> <thead> <tr> <th>Year</th> <th>PP</th> <th>NOR</th> <th>%PP</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>105</td> <td>312</td> <td>33.65%</td> </tr> <tr> <td>8</td> <td>125</td> <td>305</td> <td>41.12%</td> </tr> <tr> <td>9</td> <td>114</td> <td>304</td> <td>37.62%</td> </tr> <tr> <td>10</td> <td>112</td> <td>301</td> <td>37.46%</td> </tr> <tr> <td>11</td> <td>102</td> <td>298</td> <td>34.23%</td> </tr> <tr> <td>Total</td> <td>558</td> <td>1520</td> <td>36.81%</td> </tr> </tbody> </table>	Year	PP	NOR	%PP	7	105	312	33.65%	8	125	305	41.12%	9	114	304	37.62%	10	112	301	37.46%	11	102	298	34.23%	Total	558	1520	36.81%
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Total	558	1520	36.81%																										
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 to 2026/2027																												
Date this statement was published	July 2024																												
Date on which it will be reviewed	July 2025																												
Statement authorised by	Christina Bailey, Executive Headteacher																												
Pupil premium lead	Emma Smith, Assistant Headteacher																												
Governor / Trustee lead	Greg Hill, Foundation Governor																												

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£553,570
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£553,570
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Statement of Intent

At Fullhurst Community College, we are committed to ensuring that every student, regardless of their background or financial circumstances, has the opportunity to achieve their full potential. Our Pupil Premium strategy is a critical part of this commitment, focusing on closing the attainment gap and providing equitable opportunities for all pupils.

Our Pupil Premium strategy is designed to ensure that all students, irrespective of their socio-economic background, have the support they need to succeed. By focusing on tailored academic support, professional development, holistic well-being, and enrichment opportunities, we aim to create an inclusive and empowering environment for every student. We are committed to continuous improvement and will regularly evaluate the effectiveness of our strategy to ensure the best outcomes for our Pupil Premium students.

Our inclusive strategy alongside our broad curriculum offer and high-quality teaching is central to our strategy. High quality teaching is proven to have the greatest impact on closing the attainment gap between pupil premium and non-pupil premium students, whilst also improving the progress of all students.

The approaches we are taking complement one another to help all of our students to achieve their full potential. To ensure that these effective we will:

- Regularly review and evaluate using a range of research sources.
- Ensure that all students have access to a broad curriculum and receive high quality teaching.
- Ensure that all staff take responsibility for the outcomes of pupil premium students and have the highest expectations of achievement for all.
- Ensure that all pupil premium students are challenged to achieve the highest outcomes that they can.
- Ensure that both our support and teaching staff are effective in the identification of the needs of our pupil premium students and embed a culture of belonging so that students in receipt of pupil premium funding will thrive.

Finally, we must ensure there is understanding of our ambitions and of the key principles that underpin our strategy. It is imperative that there is a shared understanding of global objectives across all staff regardless of role.

Challenges

This details the key challenges to achievement that we have identified among our pupil premium students.

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Our attendance data indicates that the attendance among pupil premium students has been lower than for non- pupil premium students.</p> <p>Across all year groups currently non-pupil premium students have an average attendance of 91.2% and pupil premium students have an average attendance of 81.8%.</p> <p>Our observations indicate that absenteeism is negatively impacting the progress of pupil premium students. This also includes internal truancy.</p>
2	<p>Behaviour</p> <p>Our behaviour data indicates that instances of poor behaviour is higher than it is for non-pupil premium students.</p> <p>Across all year groups suspensions of pupil premium students is approximately double that of non-pupil premium students resulting in more days of suspension. Punctuality to school and to lessons is broadly in-line with non-pupil premium students.</p>
3	<p>Mental Health and Well-being</p> <p>Our assessments, observations and discussions with students and families have identified an increased amount different mental health and well-being concerns in our students. These range from anxiety, low self-esteem and other serious mental health issues (diagnosed by mental health professionals). The legacy impact of Covid19 is still a challenge for students as well as the socio-economic challenges families face in the Cost-of-Living-Crisis. These challenges have had a notable impact on pupil premium students and their attainment.</p> <p>Currently we employ an Educational Psychologist for one day a week and buy in various other mental health interventions. At present the majority of those accessing mental health and well-being provisions are pupil premium students.</p>

This figure can change according to the needs of students and caseload.

The support for students with mental health needs has been strengthened by the appointment of an Assistant Headteacher for Inclusion to work closely with the Deputy Head and SENDCo. In addition, three Well-being mentors have been appointed as well as a designated Student Mental Health Lead.

4 Cultural Enrichment Opportunities

Our observations and discussions with students and families indicate that our pupil premium students have had less access to enrichment opportunities. A lack of access to enrichment opportunities has an impact on pupil premium students and in some cases their attainment.

We continue to provide a wealth of opportunities for pupil premium students through cocurricular enrichment, the pledge and the Trailblazers student leadership opportunity. To support students who struggle to access enrichment opportunities each Curriculum area has been asked to run at least one trip per year group. This will not run during the main curriculum cycle to minimize disruption to learning.

5 Reading

Assessments and observations indicate that our pupil premium students generally have lower levels of reading comprehension than non-pupil premium students. This impacts on their progress in all subjects across the curriculum.

This is evidenced in our Reading Assessment data with Hodder Education:

	Below NPP	Below PP	On NPP	On PP	Above NPP	Above PP
Year 7	44%	49%	37%	43%	19%	8%
Year 8	41%	78%	30%	20%	29%	2%
Year 9	40%	49%	33%	33%	27%	18%
Year 10	45%	62%	35%	24%	20%	14%
Year 11	56%	73%	44%	27%	-	-

Assessment for access arrangements for students are undertaken by the SEND team not only for year 11, but across the school to enable students to utilise a reader in the exams. The use of Read, Write Inc. as well as software and Claro Read enables students to access the examinations.

Current figures show 117 students require provision for access arrangements. This figure is likely to increase as more assessments are carried out.

6	<p>Reducing the Variables</p> <p>In order for students to thrive research shows that students achieve best when there is consistency. As with any school changes to routines, staff, classrooms, policies, rules etc can have a detrimental impact on outcomes for students. Through rigorous T&L strategies and consistent messages around behaviour for learning we plan to maximize what is in our gift, to reduce the variables for all learners – especially those in receipt of Pupil Premium funding.</p>
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Intended Outcomes

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

Intended Outcome	Success Criteria
<p>Attendance: To achieve and sustain improved attendance for all students, particularly pupil premium students.</p>	<p>Improved attendance by the end of academic year 2024/25.</p> <p>The overall absence rate for all students to be broadly in line with national averages. For students in receipt of pupil premium funding to have attendance broadly in line with their non-pp peers.</p>
<p>Behaviour and Culture: To achieve and sustain improved behaviour for all students, particularly pupil premium students.</p>	<p>Sustained reduction in negative behaviour consequences by the end of academic year 2024/25 to be broadly in line with the whole school averages by fostering a Culture of Belonging.</p>
<p>Well Being and Mental Health: To achieve and sustain improved wellbeing and access to mental health support for all students, particularly those that are pupil premium.</p>	<p>Sustained high levels of mental health and wellbeing by the end of academic year 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice activities and student questionnaires. • Qualitative data from parent surveys. • Qualitative data from case studies compiled by the Wellbeing Team. • Qualitative data from teacher and pastoral staff observations. • A significant increase in student participation in school run wellbeing activities.

<p>Reading and Literacy: Improved reading stamina, comprehension and fluency among pupil premium students in Years 7-9 and improved outcomes at GCSE.</p>	<p>Sustained improvement in reading comprehension demonstrated by the end of academic year 2024/25 by:</p> <ul style="list-style-type: none"> • Improvements in years 7-9 assessment data from AW1 to AW3 • Year 7-9 reading data from baselines to final ART assessments • Qualitative data from work scrutiny and teacher observations • Completion rates of the years 7-9 reading homework • Broad engagement with whole school reading events
<p>Reducing the Variables: Staff re-structure. Appointment of AAHs and Phase Leaders to oversee T&L, behaviour and interventions needed for individual curriculum areas. Strengthening leadership over both campuses to reduce the variables in expectations; behaviour; T&L and make swift interventions to close gaps where needed.</p>	<p>QA will show consistent approaches across the school:</p> <ul style="list-style-type: none"> • Effective T&L routines • Adoption and implementation of whole school approach to reading • Whole school approach to language used - FAST • Robustly planned Virtual Curriculum to ensure all students can access a high-quality curriculum • Qualitative data from student voice activities and student questionnaires. • Qualitative data from staff surveys. • Quantitative data from Trackit. • Reduction in numbers of sanctions

Activity this academic year 2024/25

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

Teaching

Budgeted cost: £154,999

Activity	Evidence that supports this approach	Challenge number/s addressed
<p>Embed and sustain whole-school reading strategy</p> <ul style="list-style-type: none"> • CPD for staff on whole school approach to reading – reducing the variables and ensuring a consistent approach for all students. • Diagnostic assessments for SEND students. • Purchase of standardised diagnostic assessments for reading. • CPD will be provided to staff to ensure that the assessments are carried out and interpreted correctly. • Embed Hodder diagnostic Reading and Maths assessments to gain data on areas of need for all students. This data will also be used to inform intervention strategies as well as provide information regarding reading ages for all participants. • Share with staff where students are at, above or below chronological reading age to ensure appropriately levelled reading materials in lessons are provided. • Embed Reading Plus software through English lessons to support students' reading decoding and comprehension for target groups. • Use Reading Plus data to identify specific reading needs of the students. • Use of tutor time to carry out reading interventions - CPD for 	<ul style="list-style-type: none"> • Standardised tests can provide reliable insights into the specific strengths and weaknesses of specific students to help to ensure that they receive the correct additional support both in lessons and also for interventions: • The Scarborough Reading Rope - a focus on weaving together word recognition and reading comprehension to develop competent and fluent readers. Alex Quigley Closing the Reading Gap: A focus on vocabulary knowledge and reading comprehension through the use of • Effective Professional Development EEF(educationendowmentfoundation.org.uk) • EEF research demonstrates that personalised reading intervention can enable students to gain on average 6 months reading age. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 • EEF: Improving literacy in secondary schools. Disciplinary literacy is an approach to improving literacy across the whole curriculum. • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 	<p>5</p>

<p>TAs and Library lead on synthetic phonics – Fresh start, Read Write Inc or RP depending on need.</p> <ul style="list-style-type: none"> • AAH and PL to work with ESM to develop appropriate intervention groups, monitor and evaluate throughout the year in order to target as many students as possible. • Students in Years 7 receive a free book through Book Trust - Book Buzz to promote reading for pleasure to compliment the Calendar of Reading events. 	<ul style="list-style-type: none"> • “Reading enjoyment and reading for pleasure have also been found to have significant impacts on educational attainment, often a larger impact than other factors such as socioeconomic background (Kirsch et al., 2003). • https://cfey.org/wp-content/uploads/2019/03/The-relationship-between-reading-age-education-and-life-outcomes.pdf • Evidence from EEF indicates strong support for the use of synthetic phonics • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics • Literacy rich environments are shown to encourage students to read for pleasure and engage students more actively in reading • https://www.booktrust.org.uk/news-and-features/features/2024/march/bookbuzz-getting-the-right-books-into-students-hands/#:~:text=Bookbuzz%20gives%20students%20the%20chance,at%20home%2C%22%20says%20Michelle. • https://www.oneeducation.co.uk/building-a-love-of-reading-the-importance-of-a-reading-rich-environment/ 	
<ul style="list-style-type: none"> • Phase Leaders to develop and sustain high quality KS3 curriculum and teaching in line with DFE KS3 and EEF guidance. • Phase Leaders and AAHs will receive appropriate CPD to ensure that the curriculum is planned and implemented effectively including a Virtual Curriculum that students 	<ul style="list-style-type: none"> • The DFE statutory KS3 guidance: The national curriculum in England – GOV.UK • “The school has planned an ambitious curriculum to meet the needs of all pupils. Pupils in key stage 3 enjoy a full range of subjects” (Fullhurst Community College - Ofsted report Sept 2023) 	5 and 6

<p>who are not attending full time (for a variety of reasons) can access.</p>		
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <ul style="list-style-type: none"> • All AAHs asked to contribute to Reading HW materials. • AAHs to audit reading in their curriculum area with a view to ensuring reading materials used in lessons are high quality but also level appropriate • Embed and sustain Reading Plus to target students in year 7 and 8 to facilitate de-coding, comprehension and fluency. We will resource our teaching and learning focus on reading, the reading booklets and the standardised whole school reading strategy. 	<ul style="list-style-type: none"> • EEF: Improving literacy in secondary schools. Disciplinary literacy is an approach to improving literacy across the whole curriculum. • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 	

<p>To apply a consistent approach to T&L routines</p> <ul style="list-style-type: none">• Effective starts to lessons through starters• Use of FAST to make expectations and praise explicit ensuring high expectations for all.• Whole school consistent approach to accessing reading – teacher lead/modelled approach.	<ul style="list-style-type: none">• Marc Rowland Pupil Premium and Vulnerable Learners Advisor explores the detrimental impact of too many variables. <i>“We are the variable. We need to be the consistent.”</i>• Presentation-14-May-Sec-2-Webinar-2(1).pdf	2 and 5
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Targeted academic support (for example tutoring and one to one support)

Budgeted cost: £83,035

Activity	Evidence that supports this approach	Challenge number/s addressed
<p>Adopting targeted teaching for pupil premium students in Years 7 and 8 who need additional help with literacy.</p> <ul style="list-style-type: none"> This includes employing staff with specialist primary school subject knowledge for both Year 7 and Year 8 students in specialist provision. For each class the employment of a TA. Increased TA support has been deployed to ensure learners can access the curriculum. Specialist Learning Centre provision to provide personalised learning Support in the DSP has also been strengthened to enable learners to be successful whatever their starting point. 	<ul style="list-style-type: none"> Acquiring disciplinary literacy is important for all students as they learn new, more complex concepts. https://d2tic4wvo1iusb.cloudfront.net/producton/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf?v=1719397405 “As we shall see, there is good emerging evidence that TAs can provide noticeable improvements to pupil attainment. Here, TAs are working well alongside teachers in providing excellent supplementary learning support.” – <i>Making the Best Use of TAs Guidance Report.</i> https://dera.ioe.ac.uk/id/eprint/29360/1/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf Evidence from the EEF highlights strategies for supporting SEND students in mainstream: https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send 	<p>1, 2, 4</p>
<p>Engaging with tutoring programmes to provide a blend of tuition and school led tutoring</p> <ul style="list-style-type: none"> National Tutoring Programme offer for maths and science where students are underperforming. In-house tutoring is offered for students in English where underperformance is likely. Reading Plus for identified students with 	<ul style="list-style-type: none"> Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students. Evidence from EEF suggests students can make more than 5 months gain through phonics intervention in a literacy rich environment as part of an effective literacy strategy: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics 	<p>1, 2, 4</p>

<p>below chronological reading age</p> <ul style="list-style-type: none">• Tutor time reading intervention• Phonics/Read Write Inc.• Claro Read – for identified KS4 students as part of normal way of working.	<ul style="list-style-type: none">• Benefits of Claro Read for students with dyslexia:• /https://www.dyslexic.com/rachel-ingham-how-does-claroread-benefit-dyslexic-learners/• Claro Read is also proven to support neurodiverse students:• https://www.texthelp.com/en-gb/products/claroread/	
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Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £310,000

Activity	Evidence that supports this approach	Challenge number/s addressed
<p>Embed and sustain targeted mentoring for specific students in every year group who require support with regulating their behaviour and emotions.</p> <ul style="list-style-type: none"> • This includes training for school staff particularly focusing on mental health. • Specialist roles have been created to ensure students who require support are targeted. This includes three behaviour mentors and the Student Mental Health Lead. 	<ul style="list-style-type: none"> • There is evidence to suggest that behaviour interventions can have a moderate impact on behaviours and behavioural difficulties: • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/behaviour-interventions • Evidence from the Early Intervention Foundation states: “Interventions have been shown to improve outcomes including resilience and self-esteem, reduce anxiety or depressive symptoms, and prevent violent and aggressive behaviour. Mental health interventions have also been shown to improve academic achievement. Children and young people’s academic achievement and their mental health are inter-related and both are strongly associated with outcomes in later life.” • https://www.eif.org.uk/blog/three-reasons-why-schools-should-offer-mental-health-interventions#:~:text=School%2Dbased%20interventions%20have%20evidence,prevent%20violent%20and%20aggressive%20behaviour. 	<p>1 and 2</p>

<p>Sustained targeted mental health support for students.</p> <ul style="list-style-type: none"> This includes increased referrals to Educational Psychologists and additional support being provided in school, from various outside agencies. The majority of these students receive Pupil Premium funding <p>Link professionals who work with students now includes:</p> <ol style="list-style-type: none"> Educational Psychology NHS Educational Mental Health Practitioners Social, Emotional and Mental Health Team Learning, Communication and Interacting Team, Turning Point The Jenkins Centre Early Intervention Team Prevention and Safer Communities. Senior Youth Worker/Team Manager Early Help 0-19 team The Reach Ream 	<p>There is evidence to suggest that a multi-tiered whole school approach to addressing mental health and wellbeing can have a high impact on risk behaviours and social and emotional skills.</p> <p>https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</p>	<p>1, 2, 3</p>
<p>Embedding principles of good practice set out in the DFE's Improving School Attendance advice.</p> <ul style="list-style-type: none"> An increased investment in our attendance team and additional EWO support which includes a Lead Attendance Manager and three attendance officers to support. Attendance team have access to National College CPD as well as DFE guidance. Participation in a project to foster a Culture of Belonging. This includes reducing the variables; CPD for staff and has considerable overlap with behaviour and Mental Health support. Promotion of Breakfast Club for all students 	<ul style="list-style-type: none"> The DFE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities "Positive relationships in schools are central to the wellbeing of both students and teachers and underpin an effective learning environment." (Roffey, 2012) "Research tells us that the most significant factor for young people - in terms of whether they experience a sense of belonging or exclusion in school - is how they perceive their relationships with their teachers" file:///C:/Users/esmith/AppData/Local/Temp/459926ab-fd11-4fe7-83d6-7adae35aae8c/Belonging%20Culture.zip.e8c/Belonging%20research%20booklet.pdf Belonging research booklet.pdf 	<p>1</p>

<p>To provide all pupil premium students with a range of careers and cultural enrichment opportunities.</p> <ul style="list-style-type: none"> This involves an increase in investment in our career's provision including investment into a new Careers Lead. 	<ul style="list-style-type: none"> The Against the Odds – Social Mobility Commission Research Report looked at the impact of a lack of cultural capital in relation to pupil premium students. <p>Against the odds – GOV.UK</p>	4
<p>Contingency fund for acute issues.</p>	<ul style="list-style-type: none"> Based on our experiences we have identified the need to set an amount of funding aside to respond quickly to any specific needs that have not yet been identified. 	All

Total: £548,034

Allocation: £553,570

Part B: Review of the previous academic year

Outcomes for pupil premium pupils

We have analysed the performance of our school's pupil premium pupils during the previous academic year drawing on key stage 4 performance data, internal assessment data, student voice, and quality assurance of the curriculum. We have had a robust approach to high quality, evidence informed knowledge rich curriculum which sets out high challenge whilst being inclusive of all students no matter their starting point.

In September 2023 Ofsted stated *"The school has planned an ambitious curriculum to meet the needs of all pupils. Pupils in key stage 3 enjoy a full range of subjects. At key stage 4, pupils choose from a broad selection of academic and vocational courses. This includes the subjects that make up the English Baccalaureate. The school adapts the curriculum for pupils with SEND to make sure that it meets their needs. Pupils in the specially resourced provision have opportunities to benefit from the curriculum in full. In all subjects, the curriculum identifies what pupils need to learn and when."* The evaluation from Ofsted reflects the positive impact our Teaching and Learning curriculum has on the majority of learners.

Our internal assessments in year 11 indicated that for 2024, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our pupil premium pupils will dip, however this cohort of students do not have KS2 data and therefore comparisons with previous cohorts is unreliable. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) internal assessments shows it is 40.56, broadly in line with the previous year. However, there is still a gap between those who are PP and those who are N-PP. (These results will be updated when we receive the GCSE results.) See [DfE guidance](#) for more information about KS4 performance measures. *"Year on year comparisons should be treated with caution. However, the trends data can show whether attainment gaps for pupils with particular characteristics or within certain school types have changed between years."*

(<https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance>)

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's pupil premium pupils in 2022/23 was below our expectations.

Our internal assessments show that in many options subjects the gap between PP and N-PP students is closing, particularly from the first set of assessments in comparison with the following cycle. Curriculum Leaders had a very specific focus on key PP students and targeted specific interventions with identified students. While in some subject areas there is still a gap in the average class scores of PP in comparison with NPP our re-structure with AAHs and Phase Leaders (as indicated in the plans for next year) will strengthen this work going forward where we anticipate seeing the gap closing further.

While a gap still exists between disadvantaged students and their peers, we observe that persistent absence is a key issue for students.

As a school persistent absence is 34.6% in comparison to the national average of 23.4%, this is a key issue impacting the progress of students.

We have drawn on our attendance data to evaluate the impact of our attendance work. Attendance of disadvantaged students in 2023/2024 is 81.8% whereas as attendance of non-pupil premium students was 91.2%. Significantly attendance of students dips at KS4. We recognise that there is progress to be made in closing the attendance gap between PP and N-PP students, but we are clear that our intended actions for next year will show significant improvement. As above, we have appointed a new Attendance Officer to strengthen capacity of the attendance team and we are participating in a significant project focusing on our Culture of Belonging. Substantial evidence indicates that students who feel they belong attend school more; have fewer behaviour incidents; and have a better sense of well being. This is particularly significant for PP students. It is also shown to have a positive effect on student and staff mental health.

We have high expectations of students' behaviour Ofsted found that "Not all staff consistently apply the school's behaviour policy." We have adopted a rigorous approach to standards and expectations and communicated them explicitly with all stakeholders. While initially this led to a spike in sanctions, uniform issues have now decreased as well as mobile phone use in school. Widespread evidence supports the removal of devices and the promotion of school as a device-free place. This has also shown to have positive effects on mental health. This work is on-going into next year as we take part in the Culture of Belonging Project as mentioned in the 'Activity this Year 2024/2025' section above.

Following our inspection Ofsted stated that "Pupils are not always clear about what the routines are that they need to follow." This has overlap with both Behaviour and Teaching and Learning. Our efforts this year have been about making the implicit explicit and establishing clear routines for learners to thrive. Our observations show a distinct improvement in the starts to lessons, with Do Nows, staff on the doors welcoming students and the use of FAST language. However, there are still some inconsistencies which we intend to address and bolster through the staff re-structure of the new Curriculum AAs and Phase Leaders. While the impact of this will be reviewed next academic year, this is a considerable investment which we anticipate will lead to improved outcomes for all learners.

Our assessments demonstrate that pupil behaviour has improved since the start of the year and we have been unapologetic in our high expectations of all students. The legacy impact of the pandemic means that challenges around wellbeing and mental health remain significantly high and the impact on pupil premium pupils has been particularly acute. This is exacerbated by the pressure of the cost of living crisis which is detrimentally affecting many families at this time. Following this review, we have made some further changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

The Well Being mentors follow specific programmes to support the identified needs of the students on their caseloads. For students in crisis, with more complex mental health requirements, we have drawn on the expertise of external providers such as an Educational Psychologist and various other agencies from the city to support our young people. While the team are still embedding the programmes, evidence from case studies along with parental and student feedback indicate that this provision has been well received and is of value to those in receipt of the intervention – most of whom are PP. CPD will continue to be provided to the team to ensure high quality provision and development going forward in order to reduce the number of students in crisis and offer earlier preventative intervention for younger students where needed.

Reading assessments through a pilot with Hodder Education revealed that Year 8 PP reading was significantly below their chronological reading age and their NPP peers. The data also indicated that very few students are reading above their chronological age. Overall at least half of PP students are reading below their chronological age. For NPP students the percentages on or above are largely static, other than year 8. Research from the ASCL literacy conference suggests that reading books that students are exposed to in terms of challenge rises sharply throughout primary but plateaus and potentially lessens as they move throughout secondary school. Our Reading Booklets for HW have continued this year but for a number of reasons completion rate has been disappointing, despite checks, incentives, weekly reminders and CPD. Research supports that reading at home is a key way to improve reading comprehension and fluency and so next year (as above in the Activity next year section) we intend to sharply focus on the impact on reading across the curriculum and ensure that Phase Leaders as well as AAHs reinforce the significance of reading in their curriculum areas. Reading will continue to be a whole school priority which will be embedded in the T&L priorities in order to close the gap between PP and NPP students as well as providing a range of whole school opportunities to engage with reading as a skill for learning and for life.

Externally provided programmes

Programme	Provider
Mental Health Champions	One Goal
Mental Health seminars and online workshops	Resilient Me