

# Pupil premium strategy statement – Wigston Academy

This statement details our school's use of pupil premium (and recovery premium for 2023-2024) 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	1319
Proportion (%) of pupil premium eligible pupils	24.5% (324)
Academic year/years that our current pupil premium strategy plan covers 1 year	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Pupil premium lead	Louise Claricoates
Governor / Trustee lead	Liz Coates Trustee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	320,000

## Part A: Pupil premium strategy plan

### Statement of intent

#### What are your ultimate objectives for your disadvantaged pupils?

Our intention is to provide a high-quality education to all our students, that prepares them for their next stage of education and for university and the world of work. Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, including progress for those who are already high attainers. We focus our pupil premium funding on improving all aspects of provision for students. We adopt a strategic and targeted approach to provide opportunities to address academic, pastoral, attendance and cultural gaps. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and our expertise through knowing our community, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To achieve this, we aim to:

- To ensure that all PP students **participate the academic and wider curriculum** to the same extent as their peers reducing social and emotional barriers
- To ensure that PP students on average make increasingly **good progress** year on year identifying gaps in knowledge
- To increasingly address and **remove the barriers** faced by our PP students e.g. literacy, poor attendance, lack of social capital, etc.
- Address **poor attitudes to learning** demonstrated in some lessons
- For PP post 16 destination data to reflect an increasing number of students accessing **level 3 pathways**

#### How does our current pupil premium strategy plan work towards achieving these objectives?

To achieve these objectives the school is adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this

three-year plan is the development of high-quality teaching CPD aided by the recruitment/ retention of high-quality teaching staff, especially in the core subjects.

However, internal data, suggests that weak literacy is a substantial barrier for many of our students, especially PP (Disadvantaged) and therefore developing literacy in both KS 3 and 4 is core to this plan, alongside other specific interventions based on identified need.

Finally, there are both internal data and academic literature that highlight the need for high quality pastoral support and attendance intervention to meet the needs of our PP students. Funding is directed to ensuring that high quality pastoral care is available to all students, including a specific specialist team to support all disadvantaged students.

### **What are the key principles of our strategy plan?**

- To promote **equity** for our disadvantaged students that ensures every student has the support, resources and opportunities they need to narrow the achievement gap.
- That we promote an ethos that promotes the school's **core values** of Responsibility, Ambition, Resilience, Engagement and Respect.
- To be an evidence-based school where decisions and **interventions are based on need, research and data.**
- That the most effective method of addressing disadvantage is through a strong focus on **excellent teaching and learning**, as advocated by the EEF.
- That **developing literacy** of students, especially where literacy is below chronological age is essential so that students can access the wider curriculum.
- That providing high quality **pastoral and CEIAG support** is essential to meet the wider needs of all students
- That the use of a **robust monitoring system**, focused on predictions and targets to identify underachievement and barriers.
- **Attendance** of PP students is rigorously monitored and every effort is made to support students in getting to school.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Achievement</b> - PP students have lower levels of achievement than their peers on entry to the school and this gap continues to grow during KS 3 & 4
2	<b>Attendance</b> - PP students' attendance is lower than their peers
3	<b>Literacy &amp; Numeracy</b> – On average PP student ability is lower than their peers on entry to the school
4	<b>Behaviour</b> - PP students' attitude to learning is on average lower than their peers, which is reflected both in behaviour and effort. PP students receive a higher percentage of fixed term suspensions than their peers.
5	<b>Deprivation</b> - PP students' home environment and social capital. Many students live in areas of significant deprivation, especially educational deprivation.
6	<b>Resources</b> - PP students have reduced access to IT equipment and do not often have a quiet space to learn at home.
7	<b>Parental engagement</b> - Attendance at parent's evenings is on average lower than their peers.
8	<b>Aspiration</b> . From Year 7, PP students express the desire to pursue careers that do not require higher education. A lower percentage of PP students choose the Level 3 pathway or apply for university places than non-PP students.

## 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		
	Year 1	Year 2	Year 3
Improve quality of teaching and learning with “quality first teaching” in all classrooms	Learning walks, work scrutiny and department reviews identifies that all students experience lessons that enable at least good progress to be made. Year 11 outcomes at GCSE are improved.	End of KS4 Progress 8 gap is narrowed. Year 11 outcomes at GCSE are improved.	PP end of KS4 P8 scores are in line with non-PP students. Year 11 outcomes at GCSE are in-line with National.
Improve attendance of PP students	Regular parental meetings with PA students are embedded. Attendance for PP improved from previous year by 2%.	Attendance for PP improved from previous year by 2%. To narrow or close the gap between PP funded students and Non-PP funded students from previous year.	Attendance for PP improved from previous year by 2%. To narrow or close the gap between PP funded students and Non-PP funded students from previous year.
Improve PP students’ attitude to learning	To narrow the gap between ATL effort scores for PP and Non-PP. To reduce the number of B points issued.	For the % of PP students who receive fixed term suspensions and exclusions to fall from previous year.	Fixed term suspensions and exclusions being equivalent to their peers.
Ensure that all students experience a positive learning environment where all students feel challenged and confident to contribute and to ask questions.	Learning walks show that teachers know the students well and include PP students when using questioning to ensure understanding.	Learning walks show that PP students are actively engaged and included in activities and discussion. Teachers actively use student passports and profiles to plan and teach their lessons.	Student voice shows that students feel confident and happy to engage in question and answer sessions.
PP students engage in a wide range of enrichment activities to the same level as their Non-PP Peers	An effective system of tracking of participation is put in place	Levels of inclusion for PP students has increased from last year.	Levels of engagement in extra-curricular activities for PP

	for extra-curricular, breakfast clubs, activities and interventions.	Students are given the opportunity to work with a range of different age and social groups.	students is in line or exceeds Non-PP students. To give students the opportunity to take part in real projects, build on community links and improve self-worth.
Ensure that all students are supported pastorally and feel safe and looked after in school.	Students are registered to track attendance to the Enhance centre. Activities and interventions are launched.	Regular activities and interventions are embedded at breaktimes and lunch times.	All PP students use the Enhance centre for social time, activities or interventions during the year.
Provide high quality CEIAG provision to all PP students.	Apprenticeship and college information events provided to all year 11 students, with attendance of PP students in line with non-PP students.  Ensure all PP students are provided with at least two meaningful encounters with a careers adviser while at the Academy.	Attendance of PP parents and students at Sixth Form/College open events are in line with Non-PP.  To increase the number of PP students involved in enrichment and visits such as The Skills Show. To widen experiences and to give students an insight into the wider world.	All Year 9-11 students to have 1 career related trip / experience per school year.  Improve access to further education paths in to post 16 education.
Improve the literacy and numeracy skills of PP students through small group interventions across the school	To work with the literacy lead to develop interventions such as Book Clubs for KS3 students. Lesson drop-ins show that PP students are engaged in whole school literacy initiatives.	To narrow the gap in reading ages of PP students and non-PP students.	Reading ages of PP students in KS3 to be in line with non-PP students.
Increase PP parental engagement with school	PP co-ordinator to make phone calls to parents to make parents evening appointments.	Attendance to parents evening for PP is improved from previous year.	Attendance at parents evening for PP is in line with their peers by July 2027.

## Activity for 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: £320,000

Desired Outcome/Intent	Action/Implementation	Ensure it is implemented?	Challenge number(s) addressed	Staff lead	Evidence that supports this approach
To improve the general well-being, behaviour and attendance of PPF students	To employ <b>specialist PP staff</b> to oversee and monitor PP intervention and provision. To liaise with pupils, staff and parents.	To ensure that PP funding is being	1-7	LCa	
Improve quality of teaching and results in EBAC subjects	Employ <b>additional teaching staff in English and Maths</b> to decrease class sizes and improve teacher/ student ratio	All student's data is monitored 3 times a year. Students who are falling behind are discussed in the Progress Improvement Team and interventions are put into place.	1,3	T&L Team	EEF Toolkit: Reducing class size +2 months EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Mastery Learning +5 month
Faculty Intervention	To provide <b>resources and incentives</b> for subject interventions for Year 11 students	Attendance to sessions recorded onto the PP	1,3,6	LCa/PCh	
To improve GCSE English, Maths and Science results.	To employ <b>English, Maths and Science tutors</b> to provide academic coaching sessions for PP students.	Oversee and target key groups for intervention by using teacher predicted grades and targets	1	CSt/DDo	EEF Toolkit: Early Intervention +6 months, Mastery Learning +5 month
Development of effective quality first teaching and interventions through differentiated CPD	Provide a comprehensive targeted <b>CPD programme</b> with a focus on <b>Quality First Teaching</b> , metacognition and catch-	Focused walkthroughs based on CPD input Lesson observations. Work Scrutinies	1	Teaching and Learning Team	EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Meta-cognition and self-regulation +7 months

	up strategies to increase results for PP students				
Accelerate the progress of the High ability students	<b>More able</b> university visits, workshops, sixth form taster days and peer mentoring from sixth form students	Enhance Team to liaise with Careers and the Post 16 Team	1,8	Careers Team	EEF Toolkit: Homework +5 months EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Meta-cognition and self-regulation +7 months EEF Toolkit: Reading Comprehension strategies +6 months
Support Year 11 students with low literacy and revision skills	<b>Low ability</b> literacy support sessions	Lunchtime sessions – Language used in exam questions. Create revision placemats and revision materials.	1,3	Enhance Team / Academic Mentors / SEND	



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

Budgeted cost: £93,636

Desired Outcome/Intent	Action/Implementation	Ensure it is implemented?	Challenge number(s) addressed	Staff lead	Evidence that supports this approach
To improve GCSE English, Maths and Science results.	<b>Academic Coaching</b> To provide academic coaching sessions for Year 11 PP students for English, Maths and Science.	Oversee target key groups for intervention by using teacher predicted grades and targets Subject Champions, Enhance Team and SLT to monitor Across the year, all Year 11 PP students to receive tutoring in English, Maths and Science if working below target	1,3	Subject Champions, Enhance Team and SLT	EEF Toolkit: Early Intervention +6 months, Mastery Learning +5 months.

<p>To improve performance and exam results across subject areas</p>	<p><b>Peer Mentoring</b> 6<sup>th</sup> Form students will be trained as Peer Mentors as part of their enrichment time. This will be used to support KS3 and KS4 classes and to work with small groups or individuals to improve subject specific skills</p> <p><b>Subject Champions</b> To ensure that each subject at GCSE has a Subject Champion to maintain that disadvantaged children remain at the top of the agenda. SCs to be identifiable as someone who will give extra support in that subject</p> <p><b>Mentoring</b> SLT, Academic Tutors and Enhance Team to mentor Y11 PP students.</p> <p><b>Subject Intervention Resources</b> To provide faculties with funding for a variety of PP intervention to be arranged by department teachers. This may be spent on resources (such as revision guides) or visits but should be linked to intervention which is exclusive to PPF students e.g. materials that will be given to students who attend extra sessions after school and at lunchtimes.</p> <p><b>Additional Holiday Revision Sessions</b> Providing additional revision sessions after school, weekends and in the holidays. Holiday revision sessions run in each subject</p>	<p>Paperwork for Peer Mentoring to be completed and all peer mentoring sessions be signed off by the Subject Champion or supervising teacher. Mentoring to be recorded on PP Intervention document.</p> <p>All requests for PP funding for interventions comes through to Subject Champions. Subject Champion meetings to take place once a term to ensure quality and consistency.</p> <p>Data monitoring at each data point to determine mentoring and tutoring programme. SLT and Enhance Team to record Tutoring sessions and intervention attendance on the Intervention Record.</p> <p>Lunch/Afterschool revision sessions recorded on PP Intervention Record.</p>	<p>1,3,6</p>	<p>Enhance Team</p>	<p>EEF Toolkit: Peer Mentoring +5 months</p> <p>This has been tried and tested successfully in previous years. Subject staff are invested in supporting PPF students and are able to implement subject expertise. The ensure that PP is always high on the agenda and act as a 'go to' for any PP students that need specialist academic support.</p>
<p>Improve numeracy and literacy skills</p>	<p><b>Enhance Numeracy/Literacy Intervention</b> Small group numeracy and Literacy sessions during lunchtime for Years 7 – 9.</p> <p><b>Book Club/reading intervention</b> Lunchtime small group reading and</p>	<p>To be recorded on PP Intervention document</p>	<p>1,3</p>	<p>PCh</p> <p>PCh</p>	<p>EEF Toolkit Reading comprehension Strategies + 6 Months progress</p>

	comprehension intervention for students with low reading scores.  <b>Maths and English Tutoring</b> Tutoring sessions for Year 10-11	To be recorded on PP Intervention document		Academic Tutors	
Improve confidence results across performing arts and increase Cultural Capital for PP/LAC students	<b>Music Lessons</b> Peripatetic Music Lessons – 1:1 or group sessions to learn instruments. <b>Performing Arts Experiences</b> Drama workshops/Visits Moving Together Dance	To be recorded on the intervention document. Monitoring of take-up data Feedback from students and providers.	1	Enhance Team. Peripatetic Music teacher. Kwa	
Improve revision ability and therefore results	<b>Exam skills/revision Event.</b> Year 11 PIE. Academic mentor delivery to Parents <b>Year 11 Rewards Cards</b> Give students the opportunity to claim vouchers for achieving targets, attending interventions etc.	Student/parents feedback. Monitoring of take-up data Feedback from students and providers  Enhance team, teachers and Year Heads to oversee.	1,3,6		
Improve access to revision materials for PP students	<b>Revision/study materials and resources</b> Provide revision guides. Provide internally produced revision materials for all subjects free to students. Bring in theatre groups as part of English and History revision. Provide calculators to students Year 11. Provide calculators to students Year 10. Allow students to have revision materials or equipment Provide laptops for students who do not have access to IT equipment at home	Enhance Team to oversee provision of equipment	1,3,6	Enhance Team	
Improve exam results through providing additional revision sessions after school, weekends and in the holidays	<b>Revision Sessions</b> Lunch/Afterschool revision sessions. Holiday revision sessions run in each subject	Attendance to be recorded on PP Intervention document. Student feedback Exam results	1,3,6	Teaching and Learning Team	

Accelerate the progress of the High ability students	<b>Aim Higher</b> University visits, workshops, Sixth form taster days Peer mentoring from sixth form students	To be recorded on the intervention document. Monitoring of take-up data Feedback from students and providers.	1,8	Careers Team Heads of Year Enhance Team Sixth Form Head	
--	---	---	-----	--	--

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

Budgeted cost: £93,636

Desired Outcome/Intent	Action/Implementation	Ensure it is implemented?	Challenge number(s) addressed	Staff lead	Evidence that supports this approach
Improve attendance of PP students	<b>Attendance Meetings and Sanctions</b> Heads of Year/Pastoral Support Officers to support students and to chase attendance and support behaviour Focus data onto PP students for Heads of Year Prosecution via EWO service Continue to text parents daily Attendance meetings with Head of school to focus on improving procedures Continue to run punctuality detentions each day Proactive rewards to encourage attendance	Attendance and punctuality data discussed in fortnightly meetings with EWO Governors monitor attendance data in monthly meetings  Counsellor The services of the counsellor will be maintained throughout the year targeting pupils with a range of concerns including mental health issues who have high absence.	2	PCH Year Heads	EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Mentoring +2 months EEF Toolkit: Behaviour Interventions +4 months EEF Toolkit: Early Intervention +6 months

Improve behaviour	<b>Behaviour Strategies</b> Strong whole school behaviour policy remains in place with the routine of the Short Stay Reflection Room and ISR now embedded CPD on behaviour management Train ECTs in behaviour management SLT/Pastoral Team on “walk” every lesson Enhance school rewards system Behaviour data monitored each week 8am Behaviour meeting weekly HoY monitor data weekly direct interventions via the tutor/HoY/SLT Link or the SLIP Inclusion Referral Panel Walkthroughs PP students in ISR picked up for one-to-one support and coaching. Behaviour targets and rewards	Governor Student Disciplinary Panels Weekly monitoring of rewards data Weekly communication via email from Carisbrooke Daily attendance monitored via CLM EPS caseload directed by KSI. Group work to have impact measurements identified prior to group commencing	4	Pastoral Team	EEF Toolkit: Mentoring +2 months EEF Toolkit: Behaviour Interventions +4 months EEF Toolkit: Early Intervention +6 months
Improve attendance and improve concentration	<b>Uniform Provision</b> Provide uniform/ PE kit/food as required <b>Breakfast Club</b> Provide supervised daily breakfast club with free tea/toast/cereal 8.00am – 8.30am daily Provide Y11 with free water/cereal bar/banana prior to exams	Overview of breakfast club uptake by Enhance team. Enhance Team monitor number of students in inclusion for uniform issues.	5	Enhance Staff	EEF Toolkit: School Uniform (very low or no impact for very low cost based on very limited evidence)
Improve the homework completion rates	<b>Homework Support</b> Homework detentions Staffed Homework club runs Monday to Thursday Homework club now open every morning from 8 – 8.30 in Enhance. Update IT facilities in enhance. Purchase 5 new computers to	Half-termly monitoring of the homework completion data by the Director of Learning – Inc Weekly monitoring by HoY	6	Enhance Staff	EEF Toolkit: Homework +5 months EEF Toolkit: Extending school time +3 months

	be used during intervention and homework club.				
Breaktime Support Check-in Sessions	<b>General support and check-in</b> on students who scored high on the disadvantage calculator	P Chapaneri/LCa	5	Enhance Staff	
Run extracurricular programme across the school to give students the opportunities to join clubs and develop skills/self-confidence	<b>Extra-Curricular</b> Publicise extra-curricular offer to students and parents Enter teams for competitions in sports/STEM etc across the city and region Analyse participation and target under-engaged groups Run Extra-curricular lunchtime clubs in Enhance	Monitoring of take-up data and use this to offer further opportunities	1		EEF Toolkit: Extending school time +2 months EEF Toolkit: Arts participation +3 months EEF Toolkit: Sports participation +1 month
Embed Health and Wellbeing Strategy to improve physical and mental health of students and staff	<b>Health and Wellbeing strategies</b>  <b>Wellbeing dog</b> visit once a week to Enhance  The services of the <b>counsellor</b> will be maintained throughout the year targeting pupils with a range of concerns including mental health issues who have high absence Referral to LA <b>Educational Psychology Service</b> for formal assessments which may lead to an EHCP Local Authority Educational Psychologist to complete assessments of individual students as required <b>Referral to Early Help/MARF</b> Information to GP/ Consultants/	Pastoral Lead Enhance Team	2,4,5		EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Social and Emotional Learning +4 months EEF Toolkit: Behaviour Interventions +4 months EEF Toolkit: Aspiration interventions (low impact based on very limited evidence)

	<p>outside agencies</p> <p><b>Boxing Sessions</b> intervention for students who struggle with behaviour</p> <p><b>Teen-health</b> Run by the Children and Family Wellbeing Service. Students referred by HOY</p> <p><b>Enhance - Mental Health First Aid Check-in</b> breaktimes</p>				
Support Low-Income Families	<p><b>Food Bank</b></p> <p>Providing food, household and hygiene supplies for low-income families</p>	PCh	2,4,5		
Improve Self-Esteem	<p><b>Community Links</b></p> <p>To work with local community organisations and charities. To give students the opportunity to get involved with charities in their local community. To take part in fundraising activities. This will improve students' self-worth, self-esteem, and confidence.</p>	Enhance Team			
Improve Attendance	<p><b>Attendance Rewards</b></p> <p>Vouchers (X-Box/Amazon Etc.) for sustained improvement for Year 10/11 attendance KS3. Short-term rewards (toys/sweets etc.)</p> <p><b>Friday lunch reward time</b> (cake and hot chocolate and X-Box time) 7&amp;8 and 9&amp;10</p> <p>KS3/4 End of half term 2.30 early finish reward in Enhance</p>		2		
Increase parental understanding of exams/assessment system and skill them to be able to support their child	<p><b>Parents Evenings</b></p> <p>Run <b>Study Skills</b> parents evening</p> <p><b>Phone call reminders</b> to parents about parents evening</p>	<p>Record uptake numbers</p> <p>Parental feedback</p>	7		EEF Toolkit: Parental Engagement +4 months

Raise aspirations with a focus on life after school	<b>Next Steps</b> <b>Careers provision</b> run by middle leader Connexions Advisor and Pathways Advisor Targeted students have careers support meetings Careers fairs P16 Providers fair Skills Show trip Mock interviews (Careers/Attendance) Aspire Programme Programme of HE visits/workshops Pathways Advisor delivering 1:1/assemblies /events Careers audit across the school based on the CDI framework and careers embedded into SoWs	Student Feedback following trips Monitoring of UCAS applications for suitability Feedback from Mentors Feedback from Interviewers Monitoring of positive steps @16 applications for suitability Monitoring of the curriculum by DoL/Assistant Principal	8	Careers Lead	EEF Toolkit: Aspiration interventions (low impact based on very limited evidence)
---	--	---	---	--------------	---

Total budget £320,000



## Part B: Review of the previous academic year

Some of the national data in this document is provisional

% of students gain- ing English (Lit or Lang) and Maths	Gap (PP - Non-PP)							
	2019		2022		2023		2024	
	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.
9 - 7	-5.8	n/a	-7.3	n/a	-3.9	n/a	-2.9	n/a
9 - 5 (High Pass)	-12	-25	-29	-27	-24	-27	-19	-27.3
9 - 4 (Standard Pass)	-20	-27	-28	-28	-33	-29	-29	-29.3
% of students gain- ing an English Lan- guage qualification	Gap (PP - Non-PP)							
	2019		2022		2023		2024	
	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.
9 - 7	-8.7	-11	-14	-15	-9.1	-16	-4.8	0
9 - 5 (High Pass)	-2.6	-23	-19	-24	-35	-25	-6.5	0
9 - 4 (Standard Pass)	-16	-23	-16	-21	-31	-24	-14	0
% of students gain- ing an English Lit- erature qualifica- tion	Gap (PP - Non-PP)							
	2019		2022		2023		2024	
	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.
9 - 7	-4.4	-12	-10	-13	-6.5	-12	-3.2	0
9 - 5 (High Pass)	-7.7	-22	-23	-23	-29	-23	-8.6	0
9 - 4 (Standard Pass)	-14	-21	-25	-20	-24	-23	-17	0
% of students gain- ing a Maths qualifi- cation	Gap (PP - Non-PP)							
	2019		2022		2023		2024	
	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.
9 - 7	-3.5	-16	-7.1	-17	-8	-16	-8	0
9 - 5 (High Pass)	-14	-27	-24	-28	-26	-28	-25	0
9 - 4 (Standard Pass)	-18	-25	-24	-26	-30	-28	-29	0

CONDUCT	2023		2024	
	PP	Non-PP	PP	Non-PP
Achievement Points	21.3%	78.7%	32.7%	67.3%
Behaviour Points	39.9%	63.1%	41.7%	58.3%
Detentions	49.4%	50.6%	43.1%	56.9%
Suspensions	50.8%	49.2%	58%	42
Permanent Exclusions	50%	50%	60%	40%

	2021-2022				2022-2023				2023-2024				GAP					
	PP		Non-PP		PP		Non-PP		PP		Non-PP		2021-22		2022-23		2023-24	
	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.		
Average Point Score	3.45	3.76	4.72	5.28	2.75	3.51	4.26	5.02	3.07	3.46	4.12	5.02	-1.26	-1.52	-1.51	-1.51	-1.05	
Progress 8	-0.57	-0.55	0.02	0.16	-1.13	-0.56	-0.33	0.16	-0.74	-0.57	-0.59	0.16	-0.59	-0.71	-0.8	-0.72	-0.3	
Attainment 8	34.54	37.61	47.16	52.76	27.53	35.1	42.61	50.2	30.7	34.6	41.2	50.2	-12.62	-15.15	-15.08	-15.1	-10.5	
% EBacc Grade 5	1.7	9.3	17.1	24.2	4.5	7.5	7.2	20.3	0	8	9.2	21.6	-15.4	-14.9	-2.7	-12.8	-9.2	

	2021-2022				2022-2023				2023-2024				GAP					
	PP		Non-PP		PP		Non-PP		PP		Non-PP		2021-22		2022-23		2023-24	
	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.
Average Point Score	3.45	3.76	4.72	5.28	2.75	3.51	4.26	5.02	3.07	3.46	4.12	5.02	-1.26	-1.52	-1.51	-1.51	-1.05	-1.56
Progress 8	-0.57	-0.55	0.02	0.16	-1.13	-0.56	-0.33	0.16	-0.74	-0.57	-0.59	0.16	-0.59	-0.71	-0.8	-0.72	-0.15	-0.73
Attainment 8	34.54	37.61	47.16	52.76	27.53	35.1	42.61	50.2	30.7	34.6	41.2	50.2	-12.62	-15.15	-15.08	-15.1	-10.5	-15.6
% EBacc Grade 5	1.7	9.3	17.1	24.2	4.5	7.5	7.2	20.3	0	8	9.2	21.6	-15.4	-14.9	-2.7	-12.8	-9.2	-13.6

Attendance	Number of PP	%	Non-PP Attendance	PP Attendance	GAP PP Attendance	Non-FSM	FSM	GAP FSM Attendance
2022-2023	328	24.60%	92.31	86.12	6.19	91.49	84.73	6.76
2023-2024	329	24.70%	91.09	83.86	7.23	91.06	83.12	7.94

					<b>National 2023-2024</b>		
					<b>TBC</b>	<b>TBC</b>	<b>TBC</b>

## Activity in the last 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: £217,900

<b>Desired Outcome/Intent</b>	<b>Action/Implementation</b>	<b>Ensure it is implemented?</b>	<b>Staff lead</b>	<b>Challenge number(s) addressed</b>	<b>Evidence that supports this approach</b>	<b>Impact</b>
Improve quality of teaching and results in EBAC subjects	Employ additional teaching staff in English and Maths to decrease class sizes and improve teacher/ student ratio  Use extra resources to implement greater learning in Maths (Sparx home learning) (White Rose Maths)	All student's data is monitored 3 times a year. Students who are falling behind are discussed in the Progress Improvement	T&L Team	1,8	EEF Toolkit: Reducing class size +2 months EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Mastery Learning +5 month  Research reported by the DFE (2016) suggests that student attainment in	EBAC results were significantly down last year, however, both Progress 8 and Attainment 8 showed an improvement from the previous year.

		Team and interventions are put into place.			core subjects such as maths is greater when delivered by a specialist teacher	<p>Students gaining 9-4 and 9-5 in English and Maths GCSE was improved.</p> <p>The value-added gap for science was broadly in line with non-PP students</p>
Increase the number of Good and Outstanding teachers across the school	<p>Provide individual coaching for staff (internal and external coaches)</p> <p>Support staff through informal capability procedures</p> <p>Provide a comprehensive support package for ECTs (Y1 and Y2) to move them to Good in terms of quality of teaching</p>	<p>SLT walkthroughs</p> <p>Teaching typicality maps monitored</p> <p>Lesson observations</p> <p>Work scrutinies</p>		1	<p>EEF Toolkit: Effective Feedback +6 months</p> <p>EEF Toolkit: Meta-cognition and self-regulation +7 months</p>	<p>We do not give lesson judgements any more as Ofsted do not do that - but we have seen an improvement in teaching due to the lower numbers of teachers on a support package.</p> <p>Similarly – from Sept 2023 we started to use the TT map to track teachers typicality rather than one off lessons</p>
Development of effective quality first teaching and interventions through differentiated CPD	<p>Provide a comprehensive targeted CPD programme with a focus on metacognition and catch-up strategies to increase results for high ability PP students</p>	<p>Focused walkthroughs based on CPD input Data monitored for middle ability Teaching</p>		1	<p>EEF Toolkit: Effective Feedback +6 months</p> <p>EEF Toolkit: Meta-cognition and self-regulation +7 months</p>	<p>Across the year 15 CPD sessions were for teaching and learning – 15 department meetings</p>

offer and targeted appraisals	Engage with external CPD providers e.g. OTP/NPQs  Link quality assurance outputs to the individual appraisal documents for staff  Develop online CPD offer for staff	typicality maps moving towards Outstanding CPD Feedback analysis CPD toolkit shared with teaching staff				2 staff completed NPQs SMA – Literacy  MNe – NPQSL  2 started NPQs: SNO – NPQSL  GCA – NPQB&A
Accelerate the progress of the High ability students	Whole college focus on Middle/High ability – Middle ability toolkit developed and embedded  Whole school focus on revision strategies – best learner skills	Walkthroughs Data analysis Staff and student feedback		1,8	EEF Toolkit: Homework +5 months EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Meta-cognition and self-regulation +7 months EEF Toolkit: Reading Comprehension strategies +6 months	Best learner strategies have been embedded in all year groups during the tutor programme including recall techniques, revision strategies, note-taking techniques and supporting a healthy lifestyle to improve metacognition.  PowerPoints delivered to staff and students in assemblies  Notes of Achievement meetings – ask GJo  Evidence of BL in books – book trawls

						PIE delivered to y11 parents in Feb 2024 on BL
Review and refine curriculum	<p>Knowledge and skills identified in all department's curriculum. Refine the curriculum to identify clearly all end points. Rewrite assessment plans Integrate PSHE/Careers/ Citizenship/Best Learner into all SoWs</p> <p>Clearly embed the Best Learner skills</p>	Deep dives focusing on the curriculum		1	EEF Toolkit: Effective feedback +6 months EEF Toolkit: Meta-cognition +7 months	<p>The use of '3 slides' has been embedded across the academy. This includes a Do Now task for every lesson, clear lesson objectives and how this fit into the learning journey.</p> <p>TT maps – APT forms and lesson drop ins show this is in place – 2024/25 is now about embedding and consistency</p>

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

Budgeted cost: £93,636

Desired Outcome/Intent	Action/Implementation	Ensure it is implemented?	Staff lead	Challenge number(s) addressed	Evidence that supports this approach	Impact
Students identified for early intervention	<p>Data manager provides data analysis of student performance to allow targeted interventions</p> <p>Use of SIMs and 4Matrix data system</p> <p>Data team run half termly trawls (focus on specific year groups in a rotation)</p>	<p>Effective Progress monitor the impact of the interventions on the identified students</p> <p>using the data system to start early interventions</p>		1,3	EEF Toolkit: Early Intervention +6 months	<p>Exam outcomes data was issued for each member of KS4 teaching staff to analyse to help inform planning.</p> <p>Lunchtime and after school intervention sessions were provided for all exam subjects. Students were targeted according to half termly data.</p>
Improve numeracy levels	<p>Small group numeracy sessions in Years 7 - 9</p> <p>Maths Intervention for Year 10-11</p>	Data monitoring at each data point		1,3	EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Social and Emotional Learning +4 months EEF Toolkit: Small Group Tuition +4 months	The gaps between PP and Non-PP for grade 4-9 Maths GCSE has narrowed.

		Lesson observations Walkthroughs Work Scrutinies			EEF Toolkit: Meta-cognition and self-regulation +7 months EEF Toolkit: Reducing class size +2 months EEF Toolkit: Early Intervention +6 months	
Improve Literacy levels	<p>Small group literacy sessions in Years 7 - 9</p> <p>English Tuition for Year 10-11</p> <p>SENDCo coordinating and delivering with team:</p> <p>Accelerated Reader in Y7, Y8 and Y9 across the school</p> <p>Inference focus in Y7, Y8 and Y9 across the school</p> <p>1:1 targeted literacy intervention as appropriate (phonics)</p> <p>ERIC</p>	<p>Data monitoring each data point</p> <p>Monitoring English TA at each data point</p> <p>Monitoring the Literacy data (SS NGRT)</p> <p>Lesson/Tutor time observations</p> <p>Walkthroughs</p> <p>Work Scrutinies</p>		1,3	<p>EEF Toolkit: Effective Feedback +6 months</p> <p>EEF Toolkit: Social and Emotional Learning +4 months</p> <p>EEF Toolkit: Small Group Tuition +4 months</p> <p>EEF Toolkit: Meta-cognition and self-regulation +7 months</p> <p>EEF Toolkit: Reducing class size +2 months</p> <p>EEF Toolkit: Reading Comprehension strategies +6 months</p> <p>EEF Toolkit: One to One tuition +5 months</p> <p>EEF Toolkit: Early Intervention +6 months</p> <p>EEF Toolkit: Phonics +5 months</p>	Gaps have narrowed between PP and non-PP students gaining GCSE English (Lit or Lang) and Maths Grade 4 or above.
Improve results across performing arts and increase	Peripatetic Music Lessons – 1:1 or group sessions to learn instruments	Monitoring of take-up data Feedback from		1,8	EEF Toolkit: Social and Emotional Learning +4 months EEF Toolkit:	Drumming sessions organised



Cultural Capital for PP students	Drama workshops Moving Together Dance	students and providers			Extending school time +3 months EEF Toolkit: Arts participation +3 months	through Bullfrog Arts for LAC student
Improve confidence and exam results of identified vulnerable students	SLT and identified staff to mentor these Y11 students	Data monitored for specific mentored		1	EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Meta-cognition and self-regulation +7 months EEF Toolkit: Mentoring +2 months EEF Toolkit: Behaviour Interventions +4 months EEF Toolkit: Aspiration interventions (low impact based on very limited evidence)	Targeted disadvantaged students received mentoring from Enhance staff.  Progress 8 improved from -1.1 to -0.9
Improve revision ability and therefore results	Exam skills/revision workshops (External provider)  Year 11 PIE. Academic mentor delivery to Parents	Student/parents feedback  Staff in the sessions		1,6	EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Meta-cognition and self regulation +7 months	
Improve access to revision materials for PP students	Provide revision guides  Provide internally produced revision materials for all subjects free to students  Bring in theatre groups as part of English and History revision	Student feedback Exam results		1,6	EEF Toolkit: Homework +5 months EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Meta-cognition and self-regulation +7 months EEF Toolkit: Extending school time +3 months	All Year 10 and 11 students were provided with revision guides for all GCSE subjects  Study materials were created and

	Provide calculators to students  Allow students to have revision materials or equipment					purchased to support Year 10 and 11 revision.
Improve exam results through providing additional revision sessions after school, weekends and in the holidays	Lunch/After school revision sessions  Holiday revision sessions run in each subject	Student feedback Overview of the schedule by Head of Health and Wellbeing Exam results		1,6	EEF Toolkit: Homework +5 months EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Small Group Tuition +4 months EEF Toolkit: Meta-cognition and self-regulation +7 months EEF Toolkit: Reducing class size +2 months EEF Extending school time +3 months	Half term and Easter schools were delivered to students by a wide range of subject areas.

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

Budgeted cost: £93,636

Desired Outcome/Intent	Action/Implementation	Ensure it is implemented?	Staff lead	Challenge number(s) addressed	Evidence that supports this approach	Impact
Improve attendance of PP students	<p>Heads of Year/Pastoral Support Officers to support students and to chase attendance and support behaviour</p> <p>Focus data onto PP students for Heads of Year</p> <p>Run School Attendance Panel Meetings with Attendance manager to offer support to individual parents and students</p> <p>Prosecution via EWO service</p> <p>employ Admin Assistant to chase attendance</p> <p>Continue to text parents daily Attendance meetings with Head of school to focus on improving procedures</p> <p>Continue to run punctuality detentions each day</p>	<p>Attendance and punctuality data improves PP attendance data and SEN attendance data improves 3 weekly Attendance meetings with our EWO to monitor impact. Governors monitor attendance data in monthly meetings</p>		1,2	<p>EEF Toolkit: Effective Feedback +6 months</p> <p>EEF Toolkit: Mentoring +2 months</p> <p>EEF Toolkit: Behaviour Interventions +4 months</p> <p>EEF Toolkit: Early Intervention +6 months</p>	<p>UK average for PP in the Autumn term in 2023 was 86% WA = 84%</p> <p>Attendance data is filtered to give a clear picture of focus groups (PP/LAC)</p> <p>Weekly EWO meetings took place with Year Heads and PP Safe worker.</p> <p>Regular parental attendance meetings took place with Year Heads and PP Safe worker.</p> <p>Vouchers and bespoke rewards were</p>

	Proactive rewards to encourage attendance					given to PP students on achieving attendance targets set during attendance meetings
Improve behaviour	<p>Strong whole school behaviour policy remains in place with the routine of the Short Stay Reflection Room and ISR now embedded</p> <p>CPD on behaviour management</p> <p>Train ECTs in behaviour management</p> <p>SLT/Pastoral Team on “walk” every lesson</p> <p>Enhance school rewards system</p> <p>Behaviour data monitored each week</p> <p>8am Behaviour meeting weekly</p> <p>HoY monitor data weekly direct interventions via the tutor/HoY/SLT Link or the SLIP Inclusion Referral Panel Walkthroughs</p>	<p>Behaviour data monitored each half term 8am Behaviour meeting each morning. Data for all aspects of behaviour including FTE's is monitored. Year Heads monitor data half-termly and direct interventions via the tutor or the Referral Panel Walkthroughs. Governors monitor exclusion data monthly in Governors meetings. Inclusion staff produce an annual governors report on all areas of behaviour Governor monthly behaviour walkthroughs/uniform check Governor Student Disciplinary Panels Weekly monitoring of rewards data Weekly communication via</p>		1,4	<p>EEF Toolkit: Mentoring +2 months EEF Toolkit: Behaviour Interventions +4 months EEF Toolkit: Early Intervention +6 months</p>	<p>There are several PP students who have received suspensions and other behaviour sanctions. Each student placed in the ISR was spoken to on the day by the Pupil Premium Safe Worker.</p> <p>Behaviour data tracking spreadsheets sent out weekly to teachers and pastoral team. Follow-up meetings took place.</p> <p>ML had a session with</p>

	<p>Governors</p> <p>Strong college uniform policy remains in place</p> <p>Referral to LA Educational Psychology Service for formal assessments which may lead to an EHCP</p> <p>Local Authority Educational Psychologist to complete assessments of individual students as required</p> <p>Referral to Early Help/MARF</p> <p>Information to GP/Consultants/outside agencies</p>	<p>email from Carisbrooke Daily attendance monitored via CLM EPS caseload directed by KSI. Group work to have impact measurements identified prior to group commencing</p>				<p>NHa June 2024 on Behaviour.</p> <p>Staff have had the Behaviour guidance document and access to strategies for improving behaviour for learning.</p> <p>HoY analyse behaviour data and inform staff of action being taken to modify students with behaviour challenges.</p> <p>TT map specific CPD sessions had certain staff directed towards behaviour sessions – delivered by MPR/KLA</p> <p>ECTs had specific behaviour</p>
--	--	--	--	--	--	--

						sessions from both RHi and NHA last year sept 2023 and March 2024
Improve attendance and improve concentration rates	<p>Provide uniform/ PE kit/food as required</p> <p>Provide supervised daily breakfast club with free tea/toast/cereal 8.00am – 8.30am daily</p> <p>Provide Y11 with free water/cereal bar/banana prior to exams</p>	Overview of Pupil Premium breakfast club uptake by PP Safe Worker. Ensure number of students with uniform issues declining.		1,3,5	EEF Toolkit: School Uniform (very low or no impact for very low cost based on very limited evidence)	<p>A free breakfast was served daily for all students.</p> <p>Students were issued with uniform if required.</p> <p>Canteen vouchers were given if needed.</p>
Improve the homework completion rates	<p>Homework detentions</p> <p>Staffed Homework club runs Monday to Thursday</p> <p>Homework club now open every morning from 8 – 8.30 in Enhance</p>	Half-termly monitoring of the homework completion data. Weekly monitoring by Year Heads.		1,6	EEF Toolkit: Homework +5 months EEF Toolkit: Extending school time +3 months	
Run extracurricular programme across the school to give students the opportunities to join clubs and develop skills/self-confidence	Publicise extra-curricular offer to students and parents • Enter teams for competitions in sports/STEM etc across the city and region • Analyse participation and target under-engaged groups • Arts groups come in to enhance offer	Overview by Head of Health and Wellbeing Monitoring of take-up data and use this to offer further opportunities		1,6	EEF Toolkit: Extending school time +2 months EEF Toolkit: Arts participation +3 months EEF Toolkit: Sports participation +1 month	PP students were encouraged and prioritised for extra-curricular activities.

Embed Health and Wellbeing Strategy to improve physical and mental health of students and staff	Health and Wellbeing strategy reviewed based on latest area data • Relaunch of Mental Health First Aiders • Refinement of Resilience toolkit • Additional PE theory lessons in the curriculum focusing on health/wellbeing to break the cycle	Strategy in place Strategy dovetailed with LA strategy Students and staff talking about mental health Mental Health First Aiders in place		1,4,5	EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Social and Emotional Learning +4 months EEF Toolkit: Behaviour Interventions +4 months EEF Toolkit: Aspiration interventions (low impact based on very limited evidence)	
Increase parental understanding of exams/assessment system and skill them to be able to support their child	Run parents evening presentations on how to help your child revise	Uptake numbers Parental feedback		1,7	EEF Toolkit: Parental Engagement +4 months	Year 10 and 11 Parents evening organised by RHi and SNo. Presentations on best learner strategies. Example lessons with revision techniques were modelled to parents. PP parental reminders sent out prior to the event.
Raise aspirations with a focus on life after school	Careers provision run by middle leaders, Connexions Advisor and Pathways Advisor. Targeted students have careers support meetings. Careers fairs. P16 Providers fair. Skills Show trip. Mock interviews (Careers/Attendance) Aspire	Student Feedback following trips Monitoring of UCAS applications for suitability Feedback from Mentors Feedback from Interviewers Monitoring of positive		8	EEF Toolkit: Aspiration interventions (low impact based on very limited evidence)	A full careers programme was in place to support all students. Funding was provided for students who attended trips

	Programme. Programme of HE visits/workshops. Pathways Advisor delivering 1:1/assemblies /events. Careers audit across the school based on the CDI framework and careers embedded into SoWs	steps@16 applications for suitability Monitoring of the curriculum by Assistant Heads, Deputy Heads and Headteacher.				and visits to careers events.
--	--	--	--	--	--	-------------------------------

**Total cost: £414,967**

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Dance Intervention	Moving Together Dance
Careers	Connexions



## References

- Baye, A., Slavin, E. R., & Haslam, J. (2019). *A Quantitative Synthesis of Research on reading programmes for Secondary Students*. London: Education Endowment Foundation.
- Coleman, V. (2021). *Digital Divide in UK education during COVID-10 pandemic: Literature review*. Cambridge: Cambridge Assessment.
- Department for Education. (2010). *Review of best practice in parental engagement*. London: Department for Education.
- Department for Education. (2016). *'Specialist and nonspecialist' teaching in England: Extent and impact on pupil outcomes*. London: Department for Education.
- Durrington Research School. (2018). *An evidence informed approach to improving attendance*. Retrieved from Research Schools Network: <https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance>
- Education Endowment Foundation. (2021, November). *Teaching and Learning Toolkit*. Retrieved from Education Endowment Foundation: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>
- Hattie, J. (2016). *250+ influences on Student Achievement*. Retrieved from Visible Learning PLus: <https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattie-ranking-DEC-2017.pdf>
- Lemov, D. (2010). *Teach like a champion*. San Francisco: Jossey-Bass Inc Pub.
- Noret, N., Mayor, H., Al-Afaleq, H., Lingard, S., & Mair, E. (2014). *The Educational Attainment of Army Children*. Army families Federation.
- Ofsted. (2013). *The Pupil Premium. How schools are spending the funding successfully to maximise achievement*. London: Ofsted.
- Rodgers, B. (2015). *Classroom Behaviour*. London: Sage Publications Ltd.
- Sharples, J., Albers, B., & Fraser, S. (2018). *Putting evidence to work: a school's guide to implementation*. London: Education Endowment Foundation.
- Sherrington, T. (2019). *Rosenshine's Principles in Action*. Melton, Woodbridge: John Carr Educational Ltd.
- The Careers & Enterprise Company. (2020). *Annual Report 2019/20*. London: The Careers & Enterprise Company.
- Young Wales. (2011). *Strategies for schools to improve attendance and manage lateness*. Cardiff: Welsh Assembly Government.