

## Pupil Premium Strategy Statement

This statement details our school's proposed use of Pupil Premium for the 2024-25 academic year to help improve the attainment of our disadvantaged pupils.

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

### School Overview

Detail	Data
School name	Cox Green
Number of Y7-Y13 pupils in school (October Census)	1192
Proportion (%) of Pupil Premium eligible pupils (Y7-11)	20.8% (207)
Academic year that our current Pupil Premium strategy plan covers	2024-2025
Date this statement was published	21 <sup>st</sup> September 2024
Date on which it will be reviewed	21 <sup>st</sup> September 2025
Statement authorised by	Danny Edwards
Pupil Premium lead	Andrew Shields
Trustee lead	Sam Steele

## Funding Overview

Detail	Amount
Estimated Pupil Premium funding allocation this academic year September 2024 to August 2025	£219,540
Recovery premium funding allocation this academic year	£0
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£219,540

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

- *All disadvantaged pupils will be enabled to achieve the same outcomes as non-disadvantaged students using the three key approaches of high-quality teaching, targeted academic support and the wider strategies approach*
- *Our key principles are to focus on effective teaching and learning and create an ethos of a targeted approach to support PP students with their barriers to learning.*

### Challenges

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

Challenge number	Detail of challenge
1- High Quality Teaching	Improve attainment and progress of PP students across the school with a focus on the students with the most barriers to their learning.
2- Targeted Academic Support	Ensure PP students across the school receive bespoke and personalised interventions; roughly one fifth of the school population.
3- Wider Strategies	Improve attendance in PP students by increasing engagement with education and reducing the difference between disadvantaged and non-disadvantaged students in each year group.
4- Targeted Academic Support	Decrease the literacy and numeracy gap between disadvantaged students and non-disadvantaged students that has been exacerbated by the pandemic.
5- High Quality Teaching	Develop and embed a holistic approach across teaching and learning for PP students with a focus on adaptative teaching and learning strategies.
6- Wider Strategies	Embed opportunities for PP students to build on their cultural capital and enrichment experiences throughout their education to improve engagement and attitudes to learning.

## Intended Outcomes

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

Intended outcome	Success criteria
<p>Improve the progress of PP students through improving the quality of education. (High Quality Teaching Approach)</p>	<ul style="list-style-type: none"> <li>• Embed literacy and feedback strategies within the classroom for all teaching staff.</li> <li>• Embed the use of PP/SEN strategies to support staff in classrooms to identify factors that could improve progress for all e.g. STEP plans/STEP evaluation/Learning partnership cards.</li> <li>• Continue to lead a strategic approach to PP students through laser focusing on their barriers to learning and outcomes.</li> <li>• PP led to lead Quality of Education Walk to monitor and evaluate use of PP T&amp;L strategies in the classroom.</li> <li>• PP Champions created within each department to oversee strategies, data and interventions put in place. PP led to liaise with the PP champions and provide data/guidance.</li> <li>• Maths/Science/English/Options Intervention sessions for identified students in Year 11.</li> <li>• Student trials to identify areas for improvement including the PP led.</li> <li>• QofE walks, work reviews to measure and monitor the quality of effective feedback always feedback to PP led to update and review PP ASP.</li> <li>• PP led to continue to work with Subject Leaders on the development of specific PP strategies within departments e.g. Key word glossaries etc.</li> <li>• Analysing assessment data on a cyclical basis with a section of ASL's regular meeting with faculties to discuss PP data.</li> </ul>
<p>Continue to embed the new PP strategy plan during this academic year enabling an individualised approach to PP students.</p>	<ul style="list-style-type: none"> <li>• Continue to analyse qualitative and quantitative data to identify groups of students with similar intervention needs to provide</li> </ul>

(Targeted Academic Support Approach)

bespoke mentoring to aid engagement and academic progress e.g. tutoring, literacy interventions, Year 11 Revision support plans etc.

- Use of ML meetings to highlight key students and areas that we need to support plans.
- Embed liaising with Subject Leaders about PP interventions via the development of the Centralised PP tracker to include Wave 1 and 2 Interventions offered by departments.
- Create new PP academic support plans for students in the new Year 7 cohort 2024-25 with most barriers to learning including those with the largest attainment gap.
- Review the PP Academic Support plans 24-25 by the end of the academic year and make appropriate changes
- Continue to embed the above two strategies across departments and subject teachers as part of their everyday strategy.
- Whole staff INSET on PP Adaptive Teaching and Learning Strategies based on current research.
- Follow up directed time sessions to ensure that these strategies are being embedding in departments through the PP Champions.
- Support staff through CPD with the new strategies via Teaching and Learning Briefings.

Close the literacy and numeracy gap between PP and non-PP students (High Quality Teaching and Targeted Academic Support)

- Introduce English and Maths tuition for students making the least amount of progress at GCSE.
- Continue to develop literacy skills focus in every classroom to the LEAP/Phonics approach as well as the disciplinary literacy, GPVS, and tier 2 words strategies identified as a focus for 'Do Now' tasks.
- Continue to use the Numeracy wide school strategies and develop Numeracy skills with a focus on retaining skills and key words using glossaries for all PP pupils.
- PP Literacy Interventions embedded after the improvements made in 2022-23 including; LEAP sessions for those identified with the lowest reading ages, and supportive strategies such as Paired Reader

	<p>Mentoring, Breakfast Literacy Sessions and Reading Box sessions used as and where appropriate.</p> <ul style="list-style-type: none"> <li>• Introduce department led small intervention groups for students with lower reading age in Year 10/11/12/13 with a focus on informative texts, specialist vocabulary and comprehension.</li> </ul>
<p>Improve attendance to increase motivation and engagement with school (Wider Strategies Approach)</p>	<ul style="list-style-type: none"> <li>• Develop 2023-24 attendance strategies for a more focused whole school approach by tracking and monitoring attendance with HOY by introducing a top five tracker to be completed on a cyclical basis by tutor/HOY/SAFE/Attendance Lead/LT as appropriate.</li> <li>• Continue to embed use of the new Attendance Policy and Tracker amongst HOY/SAFE/LT by implementing Attendance Action plans where needed.</li> <li>• Continue with Attendance Challenge plans introduced 2024-25, for all PP students between 92% and 88%.</li> <li>• Continue to embed the improvement of PP attendance at Enrichment activities by continuing to develop how students are encouraged to take part in all enrichment activities offered e.g subject specific invitations/rewards/PP focused trips.</li> <li>• Work with the SAFE team and HOY's to create strategies that are appropriate to the individual PP students.</li> <li>• Embed the tailored specific interventions created by the Careers Advisor 2023-24 as and where appropriate for the PP students with the most barriers to learning.</li> </ul>
<p>Improve the multi-agency approach to PP students within the school (Wider Strategies Approach)</p>	<ul style="list-style-type: none"> <li>• Embed the use of the centralised tracker of PP students and the interventions put in place by Subject Leader tracking all Wave 1 Quality First Teaching and Learning interventions and Wave 2 Subject Led interventions put in place and monitor/change as appropriate to the student involved.</li> <li>• Create a Breakfast Club for Year 7-11 PP students that will include breakfast and a mentoring session.</li> <li>• Develop the use of mentoring into a tiered system to make it targeted to students e.g. Behaviour Mentor to mentor appropriate</li> </ul>

	<p>students, Sixth Form Peer Mentoring for appropriate students, SEMH Mentor for appropriate students etc.</p> <ul style="list-style-type: none"><li>• Behaviour Mentor, SEMH mentors plus SEND team to be included into Breakfast Club Mentoring.</li><li>• Improve the use of Enrichment tracker and utilise to put interventions in place to encourage PP attendance at enrichment activities.</li><li>• Continue to develop and embed meetings to discuss PP students and how departments are supporting the students to create coherent and consistent approach through the PP Work Reviews across the year.</li><li>• Continue to develop Liaison between ASL/HOY/PP lead.</li></ul>
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## Activity in this Academic Year

This details how we intend to spend our Pupil Premium (and recovery premium funding) **this academic year** to address the challenges listed above.

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

Activity	Evidence that supports this approach	Actions	Challenge number(s) addressed
<p><i>Whole school literacy and numeracy drive</i></p>	<p>In the EEF, literacy is highlighted in the case study at Aspire Academy where their focused on oral language skills and communication skills helped them to improve the outcomes of students across the curriculum by focusing on vocabulary and how to use it and understand it in a particular context. A report produced by Rising Stars comparing the data of disadvantaged students and non-disadvantaged students and effect of lockdown highlights that in terms of numeracy PP students are on average 8 months behind and literacy in Year 6 pupils is 6/7months behind.</p>	<ul style="list-style-type: none"> <li>- Embed use of Literacy Interventions provided as appropriate to gap e.g. LEAP sessions, Paired Reader Mentoring, Reading Box, Literacy Form time for targeted students.</li> <li>- Continue to update Literacy Strategies via CPD as whole staff during twilight and Instructional Coaching sessions.</li> <li>- Continue to have Literacy/Numeracy skills a focus of Do now tasks e.g. Informative text, Decode questions.</li> <li>- Accelerated reader books for peer mentoring.</li> <li>- Year 7-9 Numeracy Ninja form time (Hegarty maths).</li> <li>- Year 7-11 "Reading with tutors" form time.</li> <li>- Numeracy PP Key skills/techniques kit for targeted students.</li> <li>- Literacy Strategies and Interventions library available to all staff via the Teaching and Learning Strategies on the Staff Intranet.</li> </ul>	<p>1,4,5</p>



<p><i>CPD on feedback and effective AFL strategies</i></p>	<p>The EEF states that effective teaching and learning is integral to the approach to PP students and improving their outcomes. A whole school approach that allows teachers time to attend CPD to develop their own skills and subject knowledge is particularly highlighted as strong in the EEF. In the case study focusing on Springfield Junior School the evidence-based approach was taken as high-quality teaching is stated as having a disproportionate effect on PP pupils. They gave time for regular sequential sessions enabling subject leaders to be part of the strategy including support staff</p>	<ul style="list-style-type: none"> <li>- Assessment for Learning Drive as a school with a focus on Live Marking to focus on quality of feedback across the whole school. CPD provided regularly on the use live marking and whole school strategies developed within departments.</li> <li>- All staff can access AFL: Live Marking strategies via the T&amp;L Library on the staff intranet.</li> <li>- Work Reviews to focus on the use of Live Feedback in class. Subject Leader to review and feedback to ASL, who then work on improving quality of feedback across the department.</li> <li>- Assessment For Learning system reviewed with departments to include more formative feedback to improve retrieval.</li> <li>- New Homework Strategies focused on retention and retrieval e.g. using teams to set quizzes.</li> <li>- T&amp; L Perfect Page strategy focuses PP students what is important and highlights key points for them to remember e.g. key words in lessons for retention</li> <li>- Time given for specific CPD project that focusing on Adaptive Teaching techniques for staff to help improve knowledge on how to improve the quality of teaching and learning in the classroom. All staff have their Target 2 on their performance management connected to this.</li> <li>- PP Champions to focus on the use of PLC's within department to support LPA PP students and improve use of AFL in lessons.</li> </ul>	<p>1</p>
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		<ul style="list-style-type: none"> <li>- Development of PLC's within each department to include trackers to monitor and evaluate teaching strategies being used in the classroom and adapt as necessary throughout the year.</li> </ul>	
<i>Academic Support Plans</i>	Quality first teaching has the highest impact – teachers understanding PP needs ensure differentiation and clear effective strategies	<ul style="list-style-type: none"> <li>- Academic Support Plan focusing students and staff on three targets improving engagement-reducing barriers in the classroom.</li> <li>- Conduct Review of PP ASP following staff feedback which includes staff and students in the creation of the targeted support being offered in a learning partnership between students and staff.</li> <li>- Liaise with SAFE/HOY/SENCO to include most appropriate and up to date information to provide the correct and appropriate support for students that is specifically targeted and tailored for them.</li> <li>- PP led to use QofE walks to check that these strategies are being used in the classroom and refer to PP Champion/Subject Leader as appropriate</li> <li>- PP champions within each department to check in with staff about the use of ASP within departments suggest changes/improvements where necessary on a regular basis.</li> </ul>	1
<i>Reducing the attainment gap</i>	In the Rising Stars report it is highlighted that middle learners were the most affected in terms of numeracy which can be improved by students	<ul style="list-style-type: none"> <li>- Whole school Teaching and Learning Strategies foci of Adaptive Teaching SEND, Routines,</li> </ul>	1, 4, 5

	<p>focusing on learning to learn and how they approach a task and the difficulties they might be facing with it. Year 6 pupils were also particularly behind with their comprehension of informative texts which can then impact a student throughout their schooling as they cannot apply their understanding as they cannot comprehend the question itself. The National Literacy Strategy also states that the average reading age of 14 in comparison to the reading age of 15 years and 7 months needed for most GCSE papers.</p>	<p>Assessment for Learning and Retrieval which are a focus across all CPD sessions across the year improving Quality First Teaching and Learning strategies used in the classroom.</p> <ul style="list-style-type: none"> <li>- Development of the Walk Throughs- into the next stage of the Instructional Coaching Project which is focused on improving the Quality of Teaching and Learning within the classroom through an instructional coaching project where staff can collaborate across departments to coach each other on how to improve their quality of teaching.</li> <li>- Year 11 Regular Revision sessions offered focusing on “Learning How to Revise”.</li> <li>- “Think, Learn, Discuss” whole school strategy for good behaviour for learning across the school- improving the learning environment and engagement whole school.</li> <li>- “Think, Learn, Discuss” improving comprehension implicitly and explicitly across the school.</li> <li>- Metacognition implicit through Year 10/11 sessions based on improving exam literacy. Each department will complete a WTM and focus on Informative Texts/Decoding the Question to improve exam literacy.</li> <li>- Year 11 Revision packs and guides provided for all PP students. All Year 11 will be provided with revision guides before their Year 11 mocks and</li> </ul>	
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		the Year 10 will also receive their revision guides earlier to improve their use and impact of the revision guides.	
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**Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Actions</b>	<b>Challenge number(s) addressed</b>
<i>Manage and support department led small group interventions as appropriate</i>	In the EEF case study at Dixon Kings Academy it states that they needed to put the focus on the specific gap and not on the whole cohort. It could be homework interventions needed, re-teaching, small group intervention, log ins created to revision sites or addressing any issues of specific gaps in knowledge or skills in staff. This targeted approach focusing on what specific academic support needed links with the EEF overall strategy of having a tiered approach as a school. Targets academic support is the second tier of the three-tier strategy. The EEF states that all three tiers of the strategy need to run alongside each other for the most effective strategies and outcomes.	<ul style="list-style-type: none"> <li>- Targeted department interventions focused around the Teaching and Learning Foci for the whole school approach and led by feedback from Laser meetings, PP Work Reviews and Open Classroom strategies added into classroom teaching to improve department interventions. This will now be led and managed by the PP Champion within each department who will liaise with the PP Lead.</li> <li>- Centralised tracker to PP Lead to liaise with Subject Lead to ensure PP strategies offered are specific and targeted to needs as well as ensuring that PP strategies are put into place across departments.</li> <li>- The centralised tracker provides opportunity for ASL/Subject Lead/PP Lead to monitor, track and evaluate the Wave 1</li> </ul>	1,2,5

		<p>Quality First Teaching and Learning strategies used within classrooms across departments and Wave 2 Targeted Specific Department led intervention and to adapt/change where necessary.</p> <ul style="list-style-type: none"> <li>- Centralised Tracker also allows ASL/Subject Lead/PP Lead to see what strategies are being implemented for PP students across the year groups to see if any interventions are needed by reviewing BFL/Attendance/Literacy information data all in one tracker.</li> <li>- Referrals can be made by Subject Lead if they feel a student requires extra interventions after the department's interventions.</li> </ul>	
<i>Peer mentoring</i>	<p>Has a moderate impact according to the Sutton Trust. Develops relationships and skills to support students. Enables students to feel like role models within the school and has a low impact teacher workload/costing which allows the time and money to spent elsewhere. It can also support the students involved in terms of well-being to give a sense of pride to the Year 12 PP students and a linking the younger years to the upper school.</p>	<ul style="list-style-type: none"> <li>- Reading mentors - Year 7/8 students have time with Year 12/13 students for reading time - selected based on their NGRT tests</li> <li>- Year 8, 9 and 10 Peer Mentoring scheme to encourage engagement with school.</li> <li>- Tiered mentoring to take place Tier 1- Behaviour/SEMH//PP Mentor to mentor appropriate students.</li> <li>- Tier 2- Sixth Form Peer Mentoring specific students to give focused time.</li> <li>- Tier 3 - All PP students to receive a Peer Mentor during Breakfast Club.</li> </ul>	3, 4

		<ul style="list-style-type: none"> <li>- Peer mentors trained in Mental Health and Coaching techniques and use these in sessions.</li> <li>- Use library for location for paired reading mentors to encourage and engage.</li> </ul>	
<i>Academic mentoring</i>	EEF says that school gaps should not be the focus nor internal classes. The focus should be on targeted academic support and strategies as that is the most beneficial.	<ul style="list-style-type: none"> <li>- Maths and English tuition for student in Year 11 making the least amount of progress by UPS teachers.</li> <li>- Extra Morning Interventions 8:10-8:55am held in Maths/Science/English for PP students under target and Options Intervention Sessions to happen after this</li> <li>- PP Champions to lead mentoring/interventions from within subjects for Year 10/11 students led by Subject Lead. They will analyse current data and then act on appropriate actions/interventions.</li> <li>- Strategies in place focus on Attendance, Reading Age, SEND, Safeguarding to help focus the support on those with the most barriers to learning.</li> <li>- Targets could include homework, re-teaching strategies, small classroom lead strategies for specific groups before or after school etc</li> </ul>	1, 2,3

**Wider Strategies (for example, related to attendance, behaviour, wellbeing)**

Activity	Evidence that supports this approach	Actions	Challenge number(s) addressed
<p><i>Wellbeing: Behaviour, SAFE team and SEND team</i></p>	<p>In the EEF a case study at Limpsfield school shows that an approach that centred on well-being had a direct effect on achievement, communication and independence. 1:1 counselling, occupational therapy was provided for pupils of need and this focus improved outcomes.</p>	<ul style="list-style-type: none"> <li>- Regularly liaise with SAFE to ensure that strategies used within classrooms with key students are appropriate</li> <li>- SAFE team to provide strategies to PP students as appropriate to their needs e.g. Mental Health Support Team referral, Educational Psychologist,</li> <li>- SEND team refer students for different strategies as when appropriate for needs such as Sensory consortium for hearing/visually impaired students</li> <li>- SHINE – specifically for students with an Autism diagnosis.</li> <li>- A member of the SEMH mentor team and Behaviour Mentor team will attend Breakfast club and act as a mentor for students at the check in to allow for more students to be provided with more targeted support especially to those with the most barriers to their learning.</li> <li>- Improve access to the HUB for PP students where appropriate, to improve emotional regulation. To be decided and monitored by SAFE Manager and SEMH Mentor.</li> </ul>	<p>3,5</p>

		<ul style="list-style-type: none"> <li>- PP led and Behaviour Manager to monitor and track students' behaviour and provide appropriate support where necessary. Liaise with SAFE managers if it is felt that well-being support is more appropriate.</li> </ul>	
<i>Wellbeing: Counsellor and SEMH Mentor</i>	EEF suggestion of focus on well-being in case study as above. It is cited that dealing with wider barriers to education including attendance and behaviour are more important than interventions that can be put in place.	<ul style="list-style-type: none"> <li>- Refer PP students to the counsellor and SAFE as appropriate</li> <li>- The use of the new SEMH Mentor used to work with PP students within school to provide more immediate and targeted approach as SEMH Mentor working within the staff and able to interact and feedback to staff as appropriate</li> </ul>	3,5
<i>Well-being: Sessions in PD and tutor program</i>	EEF as above	<ul style="list-style-type: none"> <li>- PP students will take part in the PD programme to improve their sense of well-being.</li> <li>- Wellbeing Wednesdays in Form Time to support mental health.</li> <li>- Mental Health and Coaching techniques used in Peer Mentoring course.</li> </ul>	3
<i>Sixth Form</i>	Developing relationships within the school and enabling students to aspire to achieve the very best they are capable of.	<ul style="list-style-type: none"> <li>- Encourage bursary uptake with Sixth Form students in main school and within the Football Academy including Vulnerable Person bursary.</li> <li>- Work with SF on curriculum pathways, destinations.</li> <li>- Support given to track students' attainment gaps and ideas for</li> </ul>	1, 3,



		interventions e.g. attendance, attainment etc.	
<i>Enrichment: Internal</i>	In the EEF case study at Limpsfield school they also introduced a programme of Work Experience opportunities, trips and experiences that had a direct impact. This links to the third tier of the EEF recommended approach which is to look for wider strategies that are available and to look at the specific features of the community that the school resides in. Providing opportunities to PP students that are not available within their own community are cited as having an impact on their social and emotional well-being.	<ul style="list-style-type: none"> <li>- Continue to encourage uptake of Enrichment activities in PP students e.g. Extra-Curricular activities in Music, Sport, Science, D of E, Drama.</li> <li>- Embed use of invitations for PP students with Subject Leader/ASL.</li> <li>- PP champions to consider how to provide more enrichment to PP students within each department and take an active role in creating opportunities for all.</li> <li>- Embed use of enrichment strategies such as double achievement points available to PP students for their participation in House Competitions.</li> <li>- All House Competitions provided that are inclusive to all.</li> <li>- PP students given tickets to school productions/Music nights etc.</li> <li>- Encourage uptake in Student Leadership, JSL, Qmmunity, UNITY etc.</li> <li>- FSM lunches will be made available for trips where students are expected to provide their own lunch.</li> </ul>	3, 6
<i>Enrichment: External</i>	Sutton Trust identify the importance in effective intervention within the classroom and the offer of a diverse extra-curricular programme to motivate and inspire PP students are offered opportunities they	<ul style="list-style-type: none"> <li>- PP trips to extend wider knowledge and experience and instill engagement and sense of community e.g. Weald and</li> </ul>	3, 6

	<p>may be unable to access externally to the school to open up new opportunities.</p>	<p>Downland Museum, Theatre, Go Karting etc.</p> <ul style="list-style-type: none"> <li>- Continue to work with selected Year 9/10 and Careers Guidance Officer to provide a mini taster programme of opportunities e.g. apprenticeship talks, BCA taster days at college etc.</li> <li>- Students in Year 10 to attend Level 1 Construction Course at Manor Green. PP equipment and resources provided as appropriate.</li> <li>- Potential free outside support: Oxbridge trips using Joe Organ link, Brilliant Club, Rise Above, Good Lad Initiative, EEF toolkit, Leading Learning, Teacher Development Trust, Catch up funding</li> </ul>	
<p><i>New Attendance Tracking System</i></p>	<p>EEF cites that dealing with wider barriers to education including attendance and behaviour are more important and interventions that can be put in place.</p>	<ul style="list-style-type: none"> <li>- Continue to work with HOY and SAFE team in a holistic manner on the new attendance tracking system and incorporate their attendance plans within their PP Academic Support Plans.</li> <li>- Developing the use of the Attendance tracker and the new attendance guidelines to create a consistent approach across all year groups including developing 2023-24 attendance strategies for a more focused whole school approach by tracking and monitoring attendance with HOY by introducing a top five</li> </ul>	<p>3</p>

		<p>tracker to be completed on a cyclical basis by tutor/HOY/SAFE/Attendance Lead/LT as appropriate.</p> <ul style="list-style-type: none"> <li>- Monitor and track the use of the four strategy system via HOY/SAFE.</li> <li>- CPD for staff via Pastoral Meetings on template emails/parental contact for contact home about attendance.</li> <li>- Bespoke careers advice and opportunities for PP students across all year groups via PD, Well-being, Careers Appointments, and the new Careers Fair offered each year with the opportunity to meet those in the real world of work.</li> <li>- Ensure the 'real world/work' life skills are embedded in all curriculum plans/scheme of learning and within specific events such as the Year 10 Mock Work Interviews</li> </ul>	
<i>Focus on rewards and positive</i>	<p>Research into intrinsic and extrinsic motivation reflects that “promotion-focused individuals not only experience higher interest in a boring task but also try to make the task more interesting (<a href="#">Smith et al., 2009</a>). <a href="#">Vaughn’s (2016a,b, 2019)</a> recent work revealed that people who pursue promotion-focused goals experience more intrinsic motivation, while people who pursue prevention-focused goals experience more extrinsic motivation, which might be because a promotion focus leads to higher satisfaction of autonomy, competence, and relatedness needs than prevention focus.”</p>	<ul style="list-style-type: none"> <li>- Create a bespoke rewards system for PP students to build self-esteem and engagement.</li> <li>- Continue to improve engagement with productions/student leadership/Senior Leaders/ Subject Leaders, House Captains etc</li> <li>- Introduction of Breakfast Clubs once at fortnight for all PP pupils as set out above.</li> <li>- Improve the funding of equipment and trips where appropriate to support</li> </ul>	3,5

		<p>students with their curriculum e.g. all equipment provided where necessary, uniform, funding for compulsory trips etc.</p> <ul style="list-style-type: none"><li>- Students supported with funding for extra-curricular activities such as Music Lessons via Charity Applications as appropriate.</li><li>- Use of the AQA Unlocking Potential Programme nominating students to receive mentoring from Elite Athletes.</li></ul>	
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## Part B: Review of Outcomes in the Previous Academic Year

### Pupil Premium Strategy Outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2023 to 2024 academic year.

In 2023 our P8 score for PP students was -1.33, and by 2024 we had reduced this to -0.81. This highlights that the PP interventions were having success at reducing our gap. PP Learning Partnership cards were introduced in 2021-22, when the Year 11 cohort were in Year 9. 60% of the pupils who were given Learning Partnership cards (created for students with the most barriers to their learning) achieved positive residuals in their results in the summer. This highlights the impact that these strategies have had over time. We also introduced Year 11 Revision Support plans for the PP students who were making the least amount of progress in comparison to their data. We created these support plans by liaising directly with all their subject teachers, creating a specific and targeted plan for each pupil to focus on during their revision. The results showed an improvement in their data to a P8 score for PP students of 29.05. This shows that this intervention had a real impact for the students. We did have several different PP Intervention sessions that were all specifically targeted. For example, Maths, English, Science and History departments ran 'Walking Talking Mock' interventions. We provided metacognition revision sessions for all Year 11 PP students to help them to learn how to revise, and several departments led targeted interventions that we felt did have success. 38.6% of PP students achieved 9-5 in English up from their target of 36.4%. Achievement in the English element of the EBACC was 54.5% up from a target of 15.9%. English A8 was 7.27 exceeding the PP target of 5.23. English P8 was -0.55 from a target of -1.56. We saw a pleasing improvement in Maths. 9-5 in Maths was up 4.5% in PP students and the department have been doing great work to improve results, such as introducing key word glossaries for PP students. 9-5 in English and Maths was up from 7.3% to 9.1% and 9-4 in English and Maths was up from 24.4% to 38.6%.

Art, Biology, Chemistry, PE, Psychology and RS all had a positive SPI for PP students. These results indicate that our students made better progress than their counterparts in other schools with the same prior attainment in these subjects. Art, Biology, Chemistry, English Language & Literature, Graphics, HSC BTEC, Maths, Media, RS and PE all had positive residuals for PP students, showing the attainment gap is beginning to be reduced across several subjects. Each Year 11 PP student received a revision pack full of resources and guides for all their subjects. Students were also provided with an exam equipment pack to ensure they had the necessary equipment for their exams. The impact of this was then highlighted in positive residual scores and positive subject progress index scores. This highlights that the targeted interventions listed above helped to increase engagement and motivation for revision. This shows that we have begun to successfully remove the barriers to students' learning.

In terms of Challenge 3, the three rounds of the attendance challenge had an impact as the students demonstrated that they were engaged. For example, in the first round of the challenge, 60% of participants achieved over 90% attendance. This figure is even more impressive considering that all the students who had between 88%- 92% attendance were on the challenge (rather than a focused group) in a change to the first year that the challenge ran. The overall attendance figures have also improved. At the end of last year, three out of the five-year groups (nearly four) had an overall statistic that was above 90% attendance which is an improvement: Year 7- 92.82%, Year 8- 91.44%, Year 9- 89.78% and Year 10- 90.42%.

Comparing the attendance percentage of Attendance Challenge Group 1 at the beginning of last year and their current attendance for this academic year 24-25, we can see that the Attendance Challenge has had a positive impact on their attendance. In May 24, overall PP attendance was 89.29% which has been a marked improvement from last year's end of year figure of 81%.

In terms of the challenges 1, 2, 4 and 5 several successful interventions were implemented including Year 8-11 Academic Support Plans. These were all reviewed, implemented, and communicated to staff via T&L and ML Briefings. The following interventions have run across the year; Years 7-9 Literacy interventions, Years 7-10 Peer Mentoring Sessions, and Year 11 Subject Led Revision interventions. These have been managed through ML briefings, introducing WTM and PLC's for ML. There have also been Year 11 Revision Skills PD sessions, Year 11 revision guides, revision packs, exam equipment packs, and Year 11 Revision Support Plans created for students not making expected progress. Focus was directed to adaptative teaching and learning strategies for PP students through CPD sessions, ML meetings and work within departments. For example, the introduction of initiatives such as 'Perfect Page' (aiding recall and retention), Live Feedback and AFL work on formative assessments, demonstrate the impact and their improvement of the outcomes for PP students. Peer mentoring continued to be successful, and this popular intervention grew to an impressive total of 50 students who had received Peer Mentoring by the end of the year. The literacy interventions from LEAP phonics programme, and Paired Reader mentors to the Reading Box tutor groups all have been shown to have a significant impact, with the students successfully improving by 100% in their literacy skills.

The SAFE team continue to be an invaluable resource who have identified and organised several alternative curriculum arrangements, including additional collaborations with the Mental Health Support Team. This includes support such as regular parental/student assessment meetings, where external support is offered to both parties. We have continued with our improvement of the Careers strategies available; specifically targeting Year 9/10 PP students to set up careers' appointments. We have used this information to then provide wider interventions, such as a trip to BCA College to take part in taster sessions. All Year 10 PP students were offered a place on the trip to provide an opportunity to experience different vocational courses available, including Equine Studies, Animal Management, Motor Vehicle and Early Years. We continue to encourage our PP students to attend Enrichment activities, and positively, these the percentage of pupils taking part rose from 25% in 2022-2023 to 66% 2023-2024.

## Externally Provided Programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Construction Alternative Curriculum	SATRO
Therapy	Heroes
Therapy	Gone Fishing
Alternative Curriculum	Manor Green – the LINK
Mentoring Sessions	Fighters Republic
HYPE Course	Haybrook College
Mentoring Support	Maidenhead United Football Club

### Further Information (optional)

We have worked with a number of charities over the academic year 2023-24 and will continue to work with them into 2024-25. They have provided money for equipment, support towards extra-curricular activities and enrichment activities that have all benefitted disadvantaged students.

- Lion's Club
- Spoores Merry and Rixman Foundation