

Pupil premium strategy statement- Wellington School



This statement details our school's use of pupil premium 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	Wellington School
Number of pupils in school	1,503
Proportion (%) of pupil premium eligible pupils	11.2%
Academic year/years that our current pupil premium strategy plan covers	2023/2024 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Stuart Beeley, Headteacher
Pupil premium Lead	Louise Jaunbocus-Cooper, Deputy Headteacher
Governor	Louise Speed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£179,665
Recovery premium funding allocation this academic year	£45,757
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£225,422

Part A: Pupil premium strategy plan

Statement of intent

Without seeking to generalise, Pupil Premium (PP) pupils can encounter greater barriers than Non-Pupil Premium (NPP) students. This then impacts outcomes, in terms of academic attainment, attendance and wellbeing. Our ultimate objective for disadvantaged pupils lies in our school value of Fairness; to provide an equitable playing field. However, PP students are not one homogenous group, and our strategy will always endeavour to consider the individual. Good teaching remains the best way to close attainment gaps and there will be minimal removal of students from class to ensure they access broad and balanced curriculum. We adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes.

The fundamental principles of our PP strategy centre around the **Wellington Top 10** which is widely shared amongst all stakeholders:

1. Attendance (this underpins everything)
2. Good teaching
3. Relational and trauma informed approach
4. Identifying barriers
5. Reasonable adjustments
6. "Poverty Proofing" the school day
7. Timely interventions
8. Pastoral support
9. Cultural capital
10. Building aspirations (CAIG)

Challenges

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

Challenge number	Detail of challenge																									
1	<p>Attendance:</p> <p>Prior to any school closures there was an attendance gap between PP and NPP, which has widened post-pandemic. If Quality First Teaching is still the best way of closing attainment gaps, students must be in school. This is a priority. It is also a safeguarding concern if we do not have “eyes on the child”</p> <p>Wellington successfully managed to get our whole-School attendance back in-line to pre-pandemic levels in the year 2022-23.</p> <p>In 2022-23 we reduced PP absence by 2.8% (86.5 % 2021-22, 89.3% 2022-23)</p> <p>In 2022-23 we reduced the PP Persistent absence by 8% (43.77% to 33.9%)</p> <p>Our attendance data since 2021 indicates that attendance among disadvantaged pupils has been between 6-5.4% lower than for non-disadvantaged pupils.</p> <p>26-23% of disadvantaged pupils have been ‘persistently absent’ compared to 18-11% of their peers during that period.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>																									
2	<p>Maths (Numeracy)</p> <p>KS2 (Key Stage 2) Average Maths Score</p> <table border="1" data-bbox="356 994 896 1286"> <thead> <tr> <th>Year</th> <th>PP</th> <th>NPP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>101.3</td> <td>107.6</td> <td>-6.3</td> </tr> <tr> <td>8</td> <td>100.8</td> <td>106.2</td> <td>-5.5</td> </tr> <tr> <td>9</td> <td colspan="3" rowspan="2">No KS2 data</td> </tr> <tr> <td>10</td> </tr> <tr> <td>11</td> <td>102.3</td> <td>107.5</td> <td>-5.2</td> </tr> <tr> <td>11 LY</td> <td>103.5</td> <td>106.3</td> <td>-2.8</td> </tr> </tbody> </table> <p>There are wide attainment gaps in Maths from KS2 Sats scores between PP and NPP, these look to have widened post-pandemic. As a School we must ensure we narrow these gaps from the day they join us. We must identify how far these are basic numeracy gaps, Maths gaps or even reading gaps to the have comprehension of what is being asked)</p>	Year	PP	NPP	Gap	7	101.3	107.6	-6.3	8	100.8	106.2	-5.5	9	No KS2 data			10	11	102.3	107.5	-5.2	11 LY	103.5	106.3	-2.8
Year	PP	NPP	Gap																							
7	101.3	107.6	-6.3																							
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11 LY	103.5	106.3	-2.8																							

3	Reading			
	KS2 Average Reading Score			
	Year	PP	NPP	Gap
	7	102.8	107.5	-4.7
	8	103.9	106.8	-3.0
	9	No KS2 data		
	10			
	11	102.8	106.6	-3.8
11 LY	105.8	106.5	-0.8	
There are wide attainment gaps in reading from KS2 Sats scores between PP and NPP, these look to have widened post-pandemic. As a School we must ensure we narrow these gaps from the day they join us.				
4	KS4 Attainment in Maths			
	KS4 (Key Stage 4) Average points score GCSE Maths			
		PP	NPP	Gap
	2024 Predicted	3.70	5.69	-1.99
	2023 Actual	4.00	5.21	-1.21
2019 Actual	3.96	5.29	-1.33	
The attainment of disadvantaged pupils in maths GCSE at KS4 lower than that of their peers by 1.5 grades.				

5	<p>KS4 Attainment in English KS4 Average points score GCSE English Language</p> <table border="1" data-bbox="353 244 969 459"> <thead> <tr> <th></th> <th>PP</th> <th>NPP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2024 Predicted</td> <td>4.65</td> <td>5.75</td> <td>-1.10</td> </tr> <tr> <td>2023 Actual</td> <td>4.22</td> <td>5.15</td> <td>-0.93</td> </tr> <tr> <td>2019 Actual</td> <td>4.35</td> <td>5.46</td> <td>-1.11</td> </tr> </tbody> </table> <p>The attainment of disadvantaged pupils in English GCSE at KS4 lower than that of their peers, by just over a grade.</p>		PP	NPP	Gap	2024 Predicted	4.65	5.75	-1.10	2023 Actual	4.22	5.15	-0.93	2019 Actual	4.35	5.46	-1.11
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6	<p>Behaviour</p> <p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and languages – with students lacking resilience and self-belief</p> <p>This can lead to low-level disruptive behaviours, but also larger incidents which have led to internal isolation or suspension;</p> <p>In 2022/23:</p> <p>10.9% of the student population but:</p> <p>37% of students in internal isolation were PP students</p> <p>37% of suspensions were PP students</p> <p>3 PP students received a permanent exclusion compared to 1 of NPP</p>																

7	<p>Safeguarding and wellbeing:</p> <p>The pandemic saw a rise in the number of safeguarding concerns amongst our students. Poor nutrition, social isolation, exposure to domestic abuse and reduced access to vital family and care services have seen a rise in the number of social, emotional, and mental health related concerns. In particular, “Emotionally Based School Non-Attendance” (EBSNA) and emotional dysregulation leading to self-injury or disordered eating. Wellington School are prioritising mental health and wellbeing. We are also aware that the current economic climate will add further pressure to our families.</p> <p>This increase combined with the increased wait for assessment by CAMHS (Child and Adolescent Mental Health Services) has meant that more support is needed from Schools.</p> <p>In the academic year 2022/23 safeguarding referrals showed: PP students made up 33.5% of safeguarding referrals despite being only 10.9% of the student population</p>
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our 3-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> • Absence of PP students continue to increase by 8% over next 3 years • Persistent absence gap between PP and NPP by 9% over next 3 years
Improved reading comprehension among disadvantaged pupils across KS3.	<ul style="list-style-type: none"> • All disadvantaged pupils with a reading age below 11:08 will receive weekly interventions in reading and phonics to ensure they are able to access the curriculum. All KS3 disadvantaged pupils will be tested twice a year (three times if receiving intervention) to ensure gaps do not appear or increase in their progress in relation to their peers.

	<ul style="list-style-type: none"> • Reading Age data will demonstrate progress in reading age greater than pupils' chronological age and the current Y7 PP cohort will surpass their chronological age with their reading age – at the start of the academic year, this was four months below. • Work scrutinies and observations will determine no difference in the engagement of disadvantaged pupils. • Disadvantaged pupils will be specifically supported in acquiring reading books and this will be represented in book borrowing statistics.
Improved attainment among disadvantaged pupils In Maths and English at the end of KS4	Sustained narrowing of gap between PP and NPP in Maths and English from -1 to -0.5 (half a grade) in 2024. PP students identified as underperforming based on KS2 data in Maths and English have been allocated small group tutoring sessions with tutor trust. PP students underperforming in multiple subjects but have 90%+ attendance are part of the Year 11 intervention programme and have been allocated an SLT (Senior Leadership Team) mentor.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Number of students “exited” from lessons is in line with % of student's population (12%) and not overrepresented. This can only be tracked form 2023-24 under new Relational behaviour policy. Those students who have been “exited” multiple times will be given a timetabled session with our behaviour mentor.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £46,808

Activity	Evidence that supports this approach	Challenge addressed
<p>Ensure Inclusive Quality First Teaching (IQFT) provision for all learners, to ensure interventions outside the classroom become less necessary:</p> <ul style="list-style-type: none"> • Wellington Learning Language Top 10-high profile in the school for consistent teaching approach and shared language • Staff CPD focus on metacognition, retrieval, and oracy over last two years • Continued investment in Class Charts and Provision Map- Pupil Passports for PP students • Electronic seating plans that clearly identify PP-students to ensure feedback and questions are targeted appropriately. “Cold calling” • Strategic seating planning for PP students- pair them with students who act as learning role models • PP progress an agenda item in Dept/SLT/Inclusion meetings • New Staff, ECT (Early Career Teacher) and ITT (Initial Teacher Training)- Induction training on PP • Staff CPD programme on Teaching and learning led by AHT for T&L (focus on Reading and Oracy) • Costs for Peer tutoring (Year 10 to PP KS3) in maths • Lexonik Vocabulary acquisition to support pupils with low attendance access core Tier 3 vocabulary in the Hubs 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>4, 5</p>

<p>Enhancement of our maths teaching and curriculum planning in-line with DfE (Department for Education) KS3 and EEF (Education Endowment Foundation) guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>2, 4</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> <p>It will be rolled out first in maths to help raise maths attainment for disadvantaged pupils, followed by subjects identified as priorities.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects:</p> <p>word-gap (Oxford University Press)</p>	<p>3, 5</p>
<p>To ensure new Year 7 PP cohort have transition support to ensure they are making progress in line with their NPP peers:</p> <ul style="list-style-type: none"> • New Pupil Day and Vulnerable New Pupil Day as part of transition • Fixed Pastoral manager for Transition/Year 7 (part funded by PP monies) 	<p>Using guidance from the EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and</p>	<p>1, 2, 3, 6</p>

<ul style="list-style-type: none"> • Purchase of Guided Reading session, NGRT Reading Test (baseline reading score) and NGST Spelling Test to inform future interventions and measure progress - testing across all Y7 pupils and all pupils receiving Intervention • Purchase of pupil-selected reading books ready for their first day at Wellington • Dedicated timetable provision of LRC lessons for all Y7 pupils; purchase of Reading journals • Dedicated homework skills and reading time in the Y7 tutor programmes; purchase of books for each tutor base • Specific-KS3 Phonics training delivered, and resources purchased from Abigail Steel Phonics • StAR pupil profiling - weighted red flags (based on previous outcomes) applied to current cohort and interventions put in place 	<p>understanding of the relationship between written symbols and sounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
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Targeted academic support

Budgeted cost: £88 967

Activity	Evidence that supports this approach	Challenge addressed
<p>To ensure that any emerging gaps are narrowed with additional tutoring</p> <ul style="list-style-type: none"> Engaging with the National Tutoring Programme National Tutoring programme – use of Tutor trust – Maths and English for PP students after each Mock point (starting in November) Staffing in Hub of Maths and English (and other subjects) to provide 1-1 input/small group tuition Appointment of a second Intervention Lead, to oversee screening and intervention 	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>4, 5</p>
<p>Additional focus and support for PP students (especially SEND (Special Educational Needs and Disabilities)) in the Hub</p> <ul style="list-style-type: none"> Team around the Child (TAS (Team Around the Student) (Team Around the Student)) - Inclusion Team including a dedicated Attendance Manager, Pastoral manager per year group and Designated Mental Health Lead TAS strategy meetings every 2 weeks- Deputy Headteacher, SENDCo, Pastoral managers- focus on SEMH based school refusal and clear and closely monitored interventions Lucid Exact and assessments to quickly identify year 7 students who may have unidentified SEN. 	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>Exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions The</p>	<p>1, 4, 5, 6, 7</p>

<ul style="list-style-type: none"> • Educational Psychologist assessments where SEND gaps are emerging - Service Level Agreement • TA run- social groups at lunchtime- Lego therapy, Art therapy and Zones of regulation- CPD for TAs • Scholars Club in Year 7 and 8 • Empower Programme Years 7-8 from January 2023 (more to be added in as this develops- but robust package of support for student and parents – designed to increase engagement • ELSA (Emotional Literacy Support Assistants) training for two Teaching Assistants • Appointment of a EBSNA (Emotionally based School non-attendance) specialist TA in January 2024 	<p>average impact of successful SEL interventions is an additional four months’ progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>Literacy and numeracy interventions across KS3 for low attaining disadvantaged pupils</p> <ul style="list-style-type: none"> • Guided reading classes in mornings lead by SEND department • IDL Literacy and Numeracy online catch-up programmes (£800- unlimited licenses, PP funded) • Acquisition of credits for KS3 NGRT/NGST testing in November. Will inform Literacy intervention with DSW and EGT throughout the year • Book packs for 7R group linked to English and History curriculum • KS3 January non-fiction challenge- all KS3 students to have a non-fiction book to read in lessons and do follow up activities- (£450 to help purchase for PP students) 	<p>Using guidance from the EFF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils’ knowledge and understanding of the relationship between written symbols and sounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year.</p>	<p>2, 3, 4</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £89,647

Activity	Evidence that supports this approach	Challenge number
<ul style="list-style-type: none"> • Appointment of new Attendance Manager (part funded by PP monies) • Pastoral Managers (full time/non-teaching) in all year groups (part funded by PP monies) who track and chase up attendance • Hub Managers to run onsite “alternative” provision • Membership of National Online Safety Platform • Costed time- TAS meetings every two-week (Team Around the Student) Deputy Headteacher, SENDCo, Pastoral Managers • Use of NISAI and NTAS and AV1 robots as part of transition plan for EBSNA students 	<p>“Schools that are most successful in their use of the PP adopt a range of strategies, well targeted at the needs of their pupils.....If poor attendance is an issue, this is addressed as a priority” <u>John Dunford</u> The pupil premium journey: lessons learned during my two years as National PP Champion August 29, 2015</p> <p>Embedding good practice set out in DfE’s guidance on working together to improve school attendance</p>	1, 5, 6

<ul style="list-style-type: none"> Follow up meetings 1-1/ home visits with parents who do not attend parents' evenings (track attendance) 		
<p>Provision of mental health, wellbeing, and coaching support for students with SEMH issues</p> <ul style="list-style-type: none"> Designated Mental Health Lead On-site School Counsellor (part funded by PP monies) Training of staff Mental Health First Aiders Well-being Ambassador training for students Designated Safe Spaces at lunch time (one per zone) a safe space for vulnerable students- pain duty for VI form Wellbeing ambassadors N:Gage- mentoring for students at risk of permanent exclusion Post Looked After Children Education Plans with targets Relational Behaviour Policy launched in 2023 and all staff training for Attachment and Trauma Informed Practice lead by Trafford Virtual School and a Clinical Psychologist 	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	1, 6, 7
<p>Increasing attendance at Breakfast Club/after school HW support amongst disadvantaged pupils</p> <ul style="list-style-type: none"> Breakfast Club- Run by a Teaching Assistants in Hub rooms- providing a breakfast and assistance with Homework for the most vulnerable students. HW Club – daily in LRC and Hub open every night until 4pm for students to access a space to complete HW- TA support available 	<p>EEF- Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools (particularly when linked to learning in lesson)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework?utm_source=/education-evidence/teaching-learning-toolkit/homework&utm_medium=search&utm_campaign=site_search&search_term=homework</p>	1,4, 5

<p>PP eligible students are equipped with skills (including raising self-esteem and self-motivation) and resources needed to maximise the revision process to improve outcomes</p> <ul style="list-style-type: none"> • Priority for educational trips • Targeted intervention sessions e.g. WISHES, Zones of regulation. Emotion coaching, social stories • PP monies to ensure PP eligible students can access all extra-curricular opportunities – e.g. Duke of Edinburgh, • Scholars Club- Year 7 and 8 - University based projects overseen by PHD student 	<p>In her speech in 2019, Chief Inspector Amanda Spielman explained what the term means in practice:</p> <p>By [cultural capital], we simply mean the essential knowledge, those standard reference points, that we want all children to have.</p> <p>... So, for example, it is about being able to learn about and name things that are, for many, outside their daily experience.</p> <p>https://schoolleaders.thekeysupport.com/school-evaluation-and-improvement/inspection/whole-school-inspection-criteria/cultural-capital-ofsted/</p>	<p>1, 6, 7</p>
<p>Ensure all Year 11 PP pupils have secure post -16 destinations (whilst maintaining GATSBY benchmarks across whole school)</p> <ul style="list-style-type: none"> • Contact with local apprenticeship providers • Connexions worker in school 3 days a week- interviews with PP students a priority (part funded by PP) • Unifrog logins for whole School 	<p>“The COVID-19 pandemic has added further disruption, with a disproportionate impact on young people as they enter the labour market. Many skilled jobs require specific education and training, and young people need more support to make better-informed decisions about their future.” https://www.gatsby.org.uk/education</p>	<p>1, 6, 7</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

Total budgeted cost: £ 225,422

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes:

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that overall, there was a Progress 8 gap of a whole GCSE grade at -1.07. However, given the small numbers (32 students) the confidence limit is -0.25 to -1.30), Not enough PP students achieved the EBACC measure. Only 17% of PP students achieved Maths and English at Grade 5 and only 63% at Grade 4

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts and the size of Wellington's PP cohort- where huge "outliers" can cause huge impact on our figures) and to results achieved by our non-disadvantaged pupils. The Pupil Premium and Non-Pupil Premium gap for Progress 8 is still significant for P8 at 1.00, gap is down slightly on 2022 (1.20) but higher than 2019 at 0.53

The data demonstrates that reducing the gap between PP and non-PP students continue to be a key priority and that this must begin at transition in Year 7 as incoming cohort data shows a widening gap in Reading and Maths KS2 scores

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour, and wellbeing.

The year group did face several challenges with the impact of Covid followed by a year of strike days, school closures and additional bank holidays, this will of course be similar for many other schools nationally. This year group however did have a slightly different profile to previous or future cohorts and there were 15 students (8 of whom were PP) that had significantly reduced timetables to prevent school refusal/permanent exclusion. These students were given bespoke timetables and additional tutoring however this has limited impact on their overall outcomes.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, but we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that whilst we have made good strides in bringing attendance up to pre-pandemic levels there is now much more work to be done. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

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

Programme	Provider
Nisai Learning credits to support those students with SEMH based school refusal as part of a phased return to school transition plan	Nisai Learning https://www.nisai.com/
EEF Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average	NTAS- https://www.ntas.org.uk/ Tutor Trust- https://www.thetutortrust.org/
N:Gage is a Manchester based charity working in school to mentor young people at risk of permanent exclusion or social exclusion	https://www.n-gage.org.uk/
The Scholars Club PhD students tutor over 6 weeks a selected cohort around an interesting topic not covered in the curriculum	The Brilliant Club https://thebrilliantclub.org/