

Pupil premium strategy statement St Bartholomew's

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils from the 2024-2025 academic year.

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
Number of pupils in school	1355
Proportion (%) of pupil premium eligible pupils	14.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023, 2023-2024, 2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	Annually (Autumn Term)
Statement authorised by	David Fitter (Headteacher)
Pupil premium lead	Sharna Manners (Assistant Headteacher)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,940
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£51,999
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£209,939

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective for each individual student is for them to thrive in school in order to have interests and choices in deciding their next steps post-16. We want to ensure that students achieve their full potential academically on pathways that are right for them but also embrace the wider life of school by getting involved in co-curricular activities and opportunities to develop social and leadership skills. These objectives for every disadvantaged student will be met through three main areas of focus (*based on EEF research June, 2019*).

These are:

- 1) High quality teaching for every child
- 2) Targeted support
- 3) Wider strategies

All of these are underpinned by our core belief in establishing positive relationships with students and working together with them and their families to understand and support them as an individual. We adopt a whole-school, inclusive approach in which all staff take responsibility for disadvantaged students' well-being, progress and outcomes. The current 3-year strategy (www.stbarts.co.uk) details how the various strategies aim to achieve these objectives under each broad theme as outlined above. Strategies are reviewed and evaluated on an annual basis, which means that the 3-year strategy is an evolving document. It also details how the PP funding is allocated to maximise the impact on the disadvantaged students across the whole school.

Challenges

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

Challenge number	Detail of challenge
1	Low attendance of key individuals from within the disadvantaged cohort Our attendance data in previous years indicates that attendance among disadvantaged students has been consistently lower than for non-disadvantaged students. In the 2023-2024 academic year attendance for disadvantaged students was 85.8% whereas attendance for non-disadvantaged was 93.3% (a gap of 7.5%).

	<p>In addition, last year 36.4% of disadvantaged students had an attendance below 90% (persistently absent), compared to our whole school figure of 16.2%.</p> <p>We also have a high number of students below 50% attendance (severe absence, SA) from our disadvantaged cohort at 6% of disadvantaged students compared to a whole school SA absence of 2.8%.</p> <p>These attendance issues are even more marked at KS4 where attendance for Pupil Premium students in Year 11 was 79.6% and Year 10 78.5%. It is important to note here that in Year 11, we had 3 students who were severely absent (EBSA) and worked with our Personalised Learning team to complete functional skills, if we removed these students from the data the average attendance of the disadvantaged cohort is 89.1%. In Year 10, we had 4 students who were severely absent and 2 students only just above this (between 50-60% attendance). If we remove these 6 students, the attendance average is 88.54%, with 8/27 students (29.6%) having an attendance above 96%.</p> <p>Year 7 is a more positive picture of attendance with 89.6% (improved from the 22-23 Year 7 cohort of 87.4%).</p>
2	<p>Reading ages below chronological age</p> <p>Reading age data for the Year 7 cohort shows that a large percentage of disadvantaged students are struggling with their reading (and literacy) and need more support with this.</p> <p>In September 2023, 21/46 students (45.6%) came into secondary school with a reading age below age 11. This means they are more likely to struggle with accessing the curriculum across subjects.</p> <p>In comparison to non-PP where 34/222 students (15%) have a reading age below age 11.</p> <p>The average reading age for PP students is 10.9 whereas the average reading age for non-PP students is 13.5.</p>
3	<p>Curriculum choices</p> <p>It has become apparent, particularly in our KS4 cohorts, that a few disadvantaged students, for a variety of reasons, are struggling to access the full curriculum and complete a full complement of GCSEs. This can lead to poor attendance and put students at risk of being EBSA. Some students are struggling to be in class all day and require more bespoke provision.</p>
4	<p>Engagement of students and their families with school</p> <p>Our monitoring of engagement at key school events, alongside our surveys of involvement in the wider curriculum, demonstrate that a small proportion of disadvantaged students and their families are not engaged in school.</p> <p>Parents' evening attendance data is as follows: Year 11 14% of disadvantaged families did not attend either of the two parents' evenings available. Year 10 44% of disadvantaged families did not attend parents' evening. However, it is important to consider that 18% of our disadvantaged cohort in this year group are either EBSA or involved in Alternative Provision and</p>

	<p>so would not attend the formal parents' evening. Year 9 17% of disadvantaged families did not attend. Year 8 41% of disadvantaged families did not attend. Year 7 12% of disadvantaged families did not attend; which is broadly very positive (only 6 out of 49 students' parents or carers).</p> <p>Another key measure is engagement in learning (EiL). Teachers consider whether the student is ready and willing to learn. Whether students are active in their role as learners; contributing to class discussions and activities and making an effort to produce their best work. This is based on the following scale: 1 – Excellent, 2 – Very Good, 3 – Acceptable, 4 – Some cause for concern, 5 – Serious cause for concern.</p> <p>Our regular reporting data illustrates that engagement in lessons is lower among disadvantaged students than non-disadvantaged students. In our Summer '24 interim reports (Spring '24 for Year 11), we recorded the following average EiL scores for our disadvantaged cohorts compared to the non-disadvantaged, shown in brackets:</p> <p>Year 7: 2.4 (1.8) Year 8: 2.4 (1.9) Year 9: 2.5 (1.9) Year 10: 2.7 (1.9) Year 11: 2.6 (2.1)</p> <p>Engagement in learning can also be reflected in our homework data. Similar to engagement in learning, teachers award students a score based on their completion and effort in homework. Our data shows that some disadvantaged students are consistently not completing homework or not completing it to an acceptable standard. This is particularly concerning for a number of students in Year 8:</p> <p>Year 7: 2.6 (9 students below a score of 3) Year 8: 2.5 (17 students below a score of 3) Year 9: 2.6 (8 students below a score of 3) Year 10: 2.8 (6 students below a score of 3) Year 11: 2.8 (6 students below a score of 3)</p>
5	<p>Lack of equipment/resources, including IT, prevents students from fully accessing work in class and at home</p> <p>Our observations and discussions with students and their families suggest that lacking equipment/resources can be a barrier to learning and progress. However, in stocking equipment and having regular Progress and Achievement Leader check-ins as well as providing all students with Chromebooks to access learning both in school and at home, we feel we are successfully addressing this challenge.</p>
6	<p>Lack of metacognitive strategies to access learning effectively, levels of SEND</p>

	<p>Our observations and wider research suggests that many disadvantaged students lack the metacognitive and self-regulation strategies when faced with challenging tasks and may need greater support with their learning. Increasingly, we are having a disadvantaged cohort with more low-ability students with additional learning needs.</p> <p>The percentage of our disadvantaged cohort that also have SEND in every year group is above 30% with increasing numbers of students with Education, Health Care Plans (EHCPs).</p> <p>In last year's Year 11 cohort, this was 41% of the disadvantaged students (10 students, including 2 EHCPs). For last year's Year 7 cohort (current Year 8) this was 18 students (36% of disadvantaged cohort), 5 of whom have EHCPs.</p> <p>From our 46 students with EHCPs as a school, 16 students are PP (34.7%).</p>
7	<p>Some disadvantaged students require support with their mental health and well-being.</p> <p>Our surveys and discussions with students and their families have identified social and emotional issues for some students, such as anxiety and low self-esteem. This can lead to their poor attendance in some cases.</p>

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
Improved outcomes for our disadvantaged cohort across the curriculum at the end of KS4, including ensuring students leave with some qualifications that may not be GCSEs.	<ul style="list-style-type: none"> ● Progress Measures for disadvantaged to be at least National Average ● To have an increased number of the disadvantaged cohort (>60%) of students achieve a Grade 4 in English and Maths. ● For those students who are not able to access the full curriculum in Year 11 (currently 3 students) to achieve alternative qualifications including Functional Skills in English and Maths and other short course qualifications.
The attendance of disadvantaged students is improved.	<ul style="list-style-type: none"> ● Attendance of the disadvantaged cohort is 90% ● The gap in attendance data between disadvantaged and non-disadvantaged students is <4%

	<ul style="list-style-type: none"> ● Attendance at KS4 is improved including a reduced number of students who are severely absent. ● The number of disadvantaged students who are persistently absent is <15% ● Families are working with the school to support attendance strategies
Improved reading comprehension across KS3 disadvantaged students.	<ul style="list-style-type: none"> ● Reading comprehension tests demonstrate an improved score from the start of Year 7 to the end of Year 7. ● A smaller disparity between the reading ages of disadvantaged students and their non-disadvantaged peers. ● By Year 9, we aim for <10% of students to have a reading age below their chronological age. ● Data inputted by teachers in reports show improvement in students' engagement and progress as they are better equipped to access the curriculum.
Students are able to be on time and more ready for learning because they are not hungry and have the appropriate equipment and resources.	<ul style="list-style-type: none"> ● An increased number of disadvantaged students are using the breakfast provision and therefore, arriving at school early to ensure they have something to eat to start the day. ● Reporting data shows a decrease in lateness to the start of the school day and lessons throughout the day. ● Reporting data from teachers demonstrates an improved score for organisation. ● Check-ins from tutors and Progress and Achievement Leaders show that students have resources on them each day.
We have more bespoke pathways for students who are struggling to access a full curriculum.	<ul style="list-style-type: none"> ● House Offices, Pastoral SLT and Personalised Learning work together to discuss the best provision for students so they are studying the best curriculum for them ● Core Skills is developed across KS4 ● Students for whom it is suitable are able to access Alternative Provision and possibly study alternative qualifications such as Functional Skills and AQA's UAS. ● This should lead to increased engagement in learning, less behavioural issues, improved attendance and achievable qualifications for these students.
An increased engagement in partnership working between	<ul style="list-style-type: none"> ● Homework support from Personalised Learning (for SEND students) and Progress and Achievement Leaders show increased

<p>disadvantaged students' families and school.</p> <p>Disadvantaged students are engaged in learning, homework and co-curricular activities.</p>	<p>completion and effort in Homework: there are fewer students identified for homework detentions and reports show a higher score for homework (closer to an average of 2).</p> <ul style="list-style-type: none"> • Support with revision and organisation from Progress and Achievement Leaders in Year 11 improve outcomes at GCSE. • An increased attendance from families at parents' evenings. • Reporting data shows improved scores for engagement in learning. • School information shows more students are involved in co-curricular activities.
<p>To achieve and sustain improved well-being for students.</p>	<ul style="list-style-type: none"> • Data from students and families (such as student and parent surveys) suggest improved well-being • Students who are in need are receiving the appropriate support through the triage system • Students in Alternative Provision are attending and are engaged in study

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: £ 69,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils:</p> <ul style="list-style-type: none"> • Effective assessment and feedback in class improved through staff training and new feedback policy • The curriculum continues to be a focus and teachers refer back to previous learning so students understand their learning journeys in each subject • Enrichment activities are linked to 	<p>The focus on sharing and celebrating success is critical as part of this strategy which has a powerful impact on disadvantaged students (<i>Helena Kennedy Foundation</i>)</p> <p>Tackling barriers to learning for disadvantaged</p>	<p>1, 5, 6</p>

<p>the curriculum across wide range of subject areas to enhance learning</p> <ul style="list-style-type: none"> • Development of vocational courses and appropriate curriculums for students - a review of a current whole-school curriculum and long-term plans • Remark support, if appropriate, through staff check in with key students before/after the examination period. 	<p>students (fenews.co.uk)</p>	
<p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning:</p> <ul style="list-style-type: none"> • Early careers support programme • Investing in high quality CPD for teaching staff and TAs • Reading age tests completed for all students in Year 7 to support in-class and other interventions to support reading • Continued focus on disciplinary literacy • CPD and SBP for staff on in-class interventions and adaptive teaching • Introduction of the tutor time reading programme 	<p>Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Reading age correlates to academic success.</p> <p>The importance of reading to the school curriculum Press Release (<i>GL assessment</i>)</p>	<p>1, 3, 6, 7</p>
<p>Recruitment and retention of teaching staff and TAs</p> <ul style="list-style-type: none"> • Recruitment and retention allowances • Supporting training and CPD of TAs in specialisms • Mentoring programmes for staff such as emerging middle leaders and senior leaders • Opportunities for staff to complete NPQs 	<p>The EEF's 'Effective Professional Development' guidance report offers advice around recruitment and retention of staff.</p>	<p>1, 6, 7</p>
<p>Technology and other resources focused on supporting high quality teaching and learning:</p> <ul style="list-style-type: none"> • Provision of consumables including in product design, art and food science • Use of the hybrid approach to technology including Google Chromebooks for all students Y7-10. This includes the purchasing of Chromebooks for incoming Year 7s every year. 	<p>'It's not just what you do; it is the way that you do it'. Removing barriers to learning across all areas builds engagement, belonging and aspiration.</p> <p>Supporting the attainment of</p>	<p>1, 2, 4, 6</p>

<ul style="list-style-type: none"> • Revision guides and other learning resources such as set texts • Investing in technology and training for TAs to supporting Teaching and Learning with key students 	disadvantaged pupils (EEF)	
CPD for Progress and Achievement Leaders <ul style="list-style-type: none"> • Opportunities for Progress and Achievement Leaders to work with other schools • Attend national or local training events focused on Pupil Premium 		2, 4, 6
Alternative Provision Resourcing (Teacher) <ul style="list-style-type: none"> • Appointing 1.5FTE teachers to work in our internal alternative provision to support students with bespoke curriculum pathways (functional skills, GCSE, alternative qualifications such as the AQA Unit Award Scheme) • TA support to work in Alternative Provision with key students • Resourcing materials for alternative provision such as technology, books, equipment, revision guides 		1, 2, 5, 6, 7

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

Budgeted cost £70,000


Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy and numeracy <ul style="list-style-type: none"> • Investment in catch-up programmes such as Hackney Literacy (SEND/PP) • Tutor time guided reading in all year groups • Sixth form peer tutoring with Year 7 reading for fluency • Reading age tests completed in Year 7 • Extra English and Maths Support sessions Y7-9 • New Core Skills programme in Y10 and Y11 (for students who require additional literacy and numeracy) 	<p>Reading fluency and comprehension interventions are high impact (EEF) Reading comprehension strategies</p> <p>The EEF Toolkit has a strand on the successes and benefits of 'Peer Tutoring'</p>	1, 3, 5

<p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND:</p> <ul style="list-style-type: none"> ● In-house assessments (SEND, Access arrangements) to ensure that learning needs are met for all students ● Appointment of 2 HLTAs ● Numeracy and literacy interventions ● Increase in PL leadership team ● CPD to support TAs and Teachers working together ● SEND Awareness Week on the school calendar to support inclusion ● Inclusion coffee mornings (PP/SEND) where we invite parents and carers in for informal conversations ● Triage meetings to regularly discuss students and their progress with the inclusion team 	<p>Teaching assistants are our most expensive resources and must be used effectively to ensure they support and don't progress 'Making best use of teaching assistants'</p> <p>We must ensure we know and support our SEND students effectively to be included within the school Special Educational Needs in mainstream schools (EEF)</p>	<p>1, 2,</p>
<p>Teaching assistant deployment and interventions:</p> <ul style="list-style-type: none"> ● TAs to be given planning time to support contact with families of their key students ● TAs to support 1-1 or small group intervention ● TAs working more as learning coaches and supporting more than one student in a class rather than sitting 1-1 	<p>The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction (as above)</p>	<p>1, 4, 6</p>
<p>Possibility of one to one and small group tuition in English and Maths</p> <ul style="list-style-type: none"> ● Specific, targeted and focused small group intervention that is short-term ● Bespoke and individualised programmes focusing on the individual needs of the students at Year 11 (post practice exams) ● Investment in small group tuition within the personalised learning faculty ● Focus on preparing students in Year 9 summer term to be 'GCSE ready' with pre-learning and catch up where appropriate 	<p>One-to-one and small group tuition in English, Maths and Science are effective in building knowledge and skills, targeting rapid improvements. Small group tuition (EEF)</p>	<p>1, 6</p>
<p>Mentoring and coaching</p> <ul style="list-style-type: none"> ● Employment of House Progress and Achievement Leaders, who work closely 	<p>One-to-one approach to mentoring for key students in Y11</p>	<p>1, 2, 4, 5</p>

<p>with PP students and run tutor time programmes with them as a group.</p> <ul style="list-style-type: none"> • Involving wider staff to support mentoring of students in Year 11 • Progress and Achievement Leaders meeting and supporting Year 7 students and their families to establish positive relationships between home and school • Year 12 students trained as mentors to support younger students (especially in Year 8) 	Mentoring (EEF)	
<p>Post-16 options support</p> <ul style="list-style-type: none"> • Supporting Year 11 students with their post-16 options • Mentoring for Year 11 students to help with this including academic mentoring • Meetings with senior staff and families, where appropriate • More transition work between Year 11 and the sixth form (e.g. experience days, sixth form leading assemblies, sixth formers tied to tutor groups) • Destinations Fair • Supporting students with applications, especially to college or apprenticeships 		1, 5, 7

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of the five-year PP curriculum</p> <ul style="list-style-type: none"> • Using a new approach where there is a specific focus for broadly supporting students in each year group <p> Five year PP curriculum</p>		1, 2, 3, 4, 5, 6, 7
<p>Supporting pupils' social, emotional and behavioural needs:</p> <ul style="list-style-type: none"> • Emotional Literacy Support Assistant • Targeted opportunities for enrichment and intervention to support SEMH (for example, Waterside sessions) • Provision in Personalised Learning for SEND and SEMH students to regulate and be ready to learn (sensory circuits, sensory den, guinea pigs) 	<p>Good impact in ensuring students are ready-to-learn and can self-manage their emotions</p> <p>EEF Toolkit, Social and Emotional learning</p> <p>Positive relationships in schools are central</p>	1, 2, 3, 5

<ul style="list-style-type: none"> ● Staff trained as mental health first aiders, including all TAs ● Youth workers to support key students ● Triage system used to refer to external agencies where necessary 	<p>to the well-being of both students and teachers and underpin an effective learning environment</p> <p>Positive relationships in schools. (Research Gate)</p>	
<p>Reading for Pleasure</p> <ul style="list-style-type: none"> ● Second hand book stalls at all parent/open events ● Calendar of activities to support reading including visiting authors and books ● Tutor time reading in all year groups ● Calendar of library events to be involved in ● Opportunities for all students e.g. poetry and writing competitions ● Letters and contact with parents about reading (communicating reading test, advice on reading with your child) ● Gift of a book from any visiting authors if a student would like it. 	<p>The importance of reading of pleasure in enhancing students' progress and their social, emotional and mental health</p> <p>Reading for Pleasure (DfE)</p>	1, 3
<p>Attendance</p> <ul style="list-style-type: none"> ● Increased focus on attendance in House Offices using a variety of methods to engage families in supporting with attendance ● Clear attendance flowchart to support students early on whose attendance starts to drop ● Pastoral Support Worker to work with students at risk of EBSA and their families. ● Additional PSW to focus on early intervention for disadvantaged students' attendance, working across Houses 	<p>Use the following guidance to ensure that all aspects of the Attendance Improvement System work effectively</p> <p>Working together to improve school attendance. (DfE)</p>	1, 2, 7
<p>Co-Curricular Engagement</p> <ul style="list-style-type: none"> ● Access to Duke of Edinburgh Award programmes, supporting the purchase of equipment ● Access to CCF programme, supporting purchase of equipment 	<p>This report considers the significant of extra-curricular activities within contemporary debates around social mobility</p>	1, 2, 3

<ul style="list-style-type: none"> • Ensuring students are able to access any co-curricular opportunities at school with equipment and funding • Music lessons and hire of instruments • A broad co-curricular offer • Year 7 Activities Day Trip • The Scholars' Programme (The Brilliant Club) 	<p>An Unequal Playing Field</p> <p>Students who take part in The Scholars Programme report significantly higher levels of self-efficacy for university-style learning, compared to students who did not take part</p> <p>Impact Evaluation The Brilliant Club</p>	
<p>Trips (including residential) to improve cultural capital and inclusion</p> <ul style="list-style-type: none"> • All curriculum trips are fully funded so there is no financial barrier for students to attend • Supporting some funding for non-curriculum based trips e.g. sports trips, foreign exchanges, theatre visits to enhance students' experience that they may otherwise not be able to access 	<p>This particularly supports disadvantaged students who are high performing at KS2</p> <p>Subject to Background The Sutton Trust</p>	1, 2, 3
<p>Extended School time, including summer schools:</p> <ul style="list-style-type: none"> • Support to attend Summer School (KS2-3 transition) 	<p>Highly impactful summer school opportunity in 2023 will feed into similar transitional approaches in 2022-2023</p> <p>Summer Schools EEF</p>	2, 6, 7
<p>Communicating with and supporting parents:</p> <ul style="list-style-type: none"> • Inclusion coffee mornings taking place once per half term for all disadvantaged and SEND students' families • Tutors act as disadvantaged Champions – ensuring regular contact home and support of students • Progress and Achievement leaders to socially and academically mentor students and work with families • House Offices to support with parental engagement at parents' evenings and other school events • Evenings for parents, for example, supporting child through exams, Welcome 	<p>Greater parental engagement leads to improved student engagement and outcomes</p> <p>Parental Engagement (EEF)</p>	1, 2, 4, 6

<p>to Year 10 evening, Year 7 settling-in evening</p> <ul style="list-style-type: none"> ● Encouragement to attend and then follow-up for parents' evenings 		
<p>Supporting students to be ready for learning</p> <ul style="list-style-type: none"> ● Ensuring students are able to have breakfast before school and providing a safe space and provision for students who come into school early through Breakfast Club ● Provision of healthy snacks in House offices so students can have access to food at any time ● Ensuring all students have correct uniform ● Providing any necessary equipment such as stationery to support students' access to learning 	<p>School Uniform EEF</p> <p>Breakfast Club</p>	<p>2, 4, 7</p>

Total budgeted cost: £210,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Achievement

The 2024 Year 11 disadvantaged cohort consisted of 21 students (an increase of 10 students from the previous year). Collectively, these students achieved a P8 score of -0.61 (compared to non-disadvantaged of 0.38). This compares to a national P8 (2023) figure of -0.57 for disadvantaged students. If we remove the three students who were EBSA and achieved very poor progress scores, the P8 of the remaining 18 students was -0.13. Interestingly, two of the highest performing students (with P8 scores of 1.54 and 1.45) both had attendance of over 99%.

48% of the disadvantaged cohort achieved a Grade 4+ in both English and Maths and 32% a Grade 5 in both (an increase of 5% from 2023).

Destinations

Out of 273 students, 21 were PP students.

Of these 8 (38%) of the disadvantaged group have continued with their study at St Bart's Sixth Form, 8 (38%) continued their education at Newbury College and 1 (4.76%) is pursuing an apprenticeship. 2 former disadvantaged students are NEET (9%).

Individuals

Most outcome sections concentrate on metrics for the whole cohort or the Year 11 disadvantaged students, yet the power of this funding is that it enables the school to personalise the support we give to each disadvantaged student so that each individual gets what they need to help them navigate through school with confidence to achieve the outcomes that enable them to move onto the next stage in their lives. The individual stories are much more powerful. Some examples are below:

14 students in Year 7 had an attendance of above 98%.

1 student in Year 8 was in the top ten of the whole year group for improved progress scores across the year.

3 students in Year 10 who were not engaging with school are now successfully and regularly attending our internal Alternative Provision.

Three of our Year 10 disadvantaged students were in the top 14 students in that year group for their progress score during the Summer '23 report.

8 Year 11 students achieved positive P8 scores in GCSE results: 1 student achieve 9 Grades at Grade 7+

One student who was at risk of being NEET was supported in attending college and is now enrolled on a course there.

Monitoring

The Pupil Premium Grant (PPG) is spent in a number of creative, flexible and be-spoke ways to meet the need of individuals. In each case, the distribution of any funding is monitored and the impact evaluated. As well as looking at the overall impact of the funding on disadvantaged students as a cohort, we also measure the effectiveness of provisions and interventions put in place to support individual students. The impact of each key provision funded by the PPG is evaluated by analysing the achievement, engagement and attendance of the students receiving the provision. This evaluation takes place for each year group after a new cycle of progress report data is analysed. This enables both the short and longer term tracking of the impact of each provision. It is important to note that it is not possible to collect quantitative data for many interventions, that much feedback must be experiential and that there are many factors that intertwine to affect progress.

On-going analysis of the impact of each provision will enable decisions to be taken about how to spend the PPG most effectively. Provisions that have the greatest impact will be supported with continued investment, whilst those that are not having as much impact will be reviewed and adapted to ensure they support student progress more effectively. This responsive leadership of the PP funding means that the actions taken to achieve the aims of the 3-year plan will evolve and adapt over time.

Reporting

In-year monitoring reports are produced for scrutiny by Governors in the second half of each term.

At the end of each academic year, a 'light touch' report will be produced to highlight the progress made by disadvantaged students in Y11. This will be based on the official statistics from the DfE. This light touch report will RAG the success of each strand and provide a brief summary of notable successes, showing how the Pupil Premium Grant was spent.

This report will include attendance figures for disadvantaged students.

The three year report will be a full and detailed report which will evaluate the overall effectiveness of the strategy, which will feed into the development of the next 3-year strategy.

Externally provided programmes

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

Programme	Provider
EP service	West Berks
Scholars Programme	Brilliant Club
Jamie's Farm Residential	Jamie's Farm
Work experience and support with English and Maths	Four Kingdoms
Mental Health Support	Raw mentoring
Mental Health Support	Time to Talk
Work Experience	Education Business Partnership
Youth workers engagement	Berkshire Youth
SEMH Practitioner	West Berks

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.