

## Pupil Premium strategy statement 2024-2025 (2023-2026 3-year plan)

This statement details our school's **planned** use of pupil premium (and recovery premium **for the 2023 to 2024 academic year**) funding to help improve the attainment of our Pupil Premium pupils.

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

### School overview

Detail	Data 2024-25
School name	The Joseph Whitaker School
Number of pupils in school (October Census 2023)	<b>1339</b>  Year 7      236 Year 8      243 Year 9      242 Year 10     240 Year 11     230 Year 12      70 Year 13     78  Males       674 Females     665
Proportion (%) of pupil premium eligible pupils	22.55% (302)

Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	C Ayres
Pupil premium lead	S Grant
Governor / Trustee lead	J Perry

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2023/2024)	£311,660
Recovery premium funding allocation this academic year	£72,036
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	£383,696

## Part A: Pupil premium strategy plan

### Statement of intent

The Joseph Whitaker School is committed to all students achieving and exceeding their academic and social potential in order that they are prepared for the next stages of their lives and become productive citizens. It is our intention that Pupil Premium students achieve their full potential with their attendance, behaviour and academic progress in line with their peers.

We believe that quality first teaching and a high quality curriculum underpins student progress and will ensure most of the needs of our most vulnerable students are met. Our primary strategy to accelerate the progress of Pupil Premium students focuses on quality first teaching.

- Ambitious targets are set for all students in order to increase aspiration
- Ensure all staff access progress data to plan lessons. Seating plans will ensure Pupil Premium students are prioritised for questioning, verbal feedback and marking
- Teaching and learning CPD will be regular and ongoing in order that teaching staff have access to effective strategies that meet the needs Pupil Premium learners
- All teaching staff to have at least one appraisal objective focused on the quality of teaching and learning within the classroom and the progress of Pupil Premium students
- Rigorous assessments in line with each subject's assessment policy will provide teachers and Heads of Department to identify Pupil Premium students that are not meeting expected progress and incorporate actions in the classroom to hinder negative progress
- Progress reviews and subsequent quality assurance is designed to ensure the progress of Pupil Premium students remains a priority at classroom and department level
- Termly data reviews will ensure accurate progress data is available and supports additional interventions being implemented for Pupil Premium students
- Academic Mentors review and assign interventions to support Pupil Premium students
- Intervention strategies are drawn from educational research (EEF) and tried and tested approaches

- Reading mentors deployed to provide one-to-one KS3 reading sessions to support Pupil Premium students identified with lower than age related reading scores.
- Additional Maths and English support for KS3 and KS4 students identified as underachieving

**Provide effective wider and pastoral support to ensure behaviour, attendance and achievement of students in receipt of Pupil Premium is in line with their academic ability.**

- Attendance Officer reviews identify students with below expected attendance and actions taken to improve attendance
- Parents/carers of Pupil Premium students contacted prior to consultation evenings to increasing communication with class teachers. Parents informed of all interventions in place for their child. Monitoring of parent/carer engagement to forge productive home-school relationships
- Pupil Premium students are prioritised for careers advice and follow up appointments to ensure support and guidance is provided for post 16 next steps
- Equipment, ICT provision and trip subsidies ensure Pupil Premium students are able to access all lesson activities and core elements of courses.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Progress:</b> Progress of Pupil Premium students is less than non-Pupil Premium students across all curriculum areas, particularly in English and maths. High prior attaining Pupil Premium students are at particular risks of not meeting expected progress.
2	<b>Literacy:</b> The literacy skills of students in receipt of Pupil Premium are lower than non-Pupil Premium students. Expected age related reading scores indicate that Pupil Premium students enter year 7 with reading ages

	significantly below their chronological age which hinders their ability to access all areas of the curriculum and has a negative impact on their GCSE and post 16 outcomes.
3	<b>Aspirations:</b> Students in receipt of Pupil Premium are more likely to have lower aspirations in terms of secondary academic success, further and higher education and careers. Lack of confidence through underachievement fuels and maintains lower aspirations.
4	<b>Behaviour:</b> The behaviour and attitudes to learning of Pupil Premium students is statistically more likely to result in fixed term exclusions and permanent exclusion. Pupil Premium boys are more at risk of fixed term exclusion than Pupil Premium girls. Poor behaviour and fixed term exclusions have a negative impact on academic success.
5	<b>Attendance:</b> Attendance of students in receipt of Pupil Premium is lower than that of non-Pupil Premium students, especially Pupil Premium SEND students. Persistent absence figures are higher for students in receipt of Pupil Premium compared to non-Pupil Premium students.

## Intended outcomes

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

Intended outcome	Success criteria
Accelerated progress for students in receipt of Pupil Premium across all Key Stages and improved GCSE and A Level outcomes on exit.	Progress 8 scores for students in receipt of Pupil Premium will improve with 0.0 the aim.
Reading and oracy skills improve and subsequent written skills as a result of this improvement. Improvements will allow for greater access in all curriculum areas.	Literacy skills (particularly reading) of students in receipt of Pupil Premium will improve and the gap in reading ages and GCSE attainment between these students and non-Pupil Premium students will be reduced.
Students in receipt of Pupil Premium have equally high aspirations and future opportunities as non-Pupil Premium students.	0% NEET Increased applications and take up of post 16 and 18 education.

The behaviour systems and culture of the school is adopted widely and a positive attitude to school and learning is commonplace.	Fewer behaviour incidents and fixed term exclusions for students in receipt of Pupil Premium. The gap between FTE of students in receipt of Pupil Premium and non PP students is decreased.
Increased attendance of students in receipt of Pupil Premium and a reduction in persistent absence.	Attendance of students in receipt of Pupil Premium will be in line or above national expectations. Persistent absence figures for students in receipt of Pupil Premium will fall in line with national figures.

## 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: £ 161,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Reading:</b> Whole school teaching and learning focus. To create a reading culture by: <ul style="list-style-type: none"> <li>• Training staff to use reading ages actively within the classroom to ensure pitch is appropriate</li> <li>• Developing the tutor programme for designated reading time.</li> <li>• CPD for teachers to exploit reading opportunities in their subject areas in the classroom</li> </ul>	The EEF guide to literacy (2019) suggests that teachers should be supported to understand how to teach students to read, write and communicate effectively in their subject areas. (According to their research, 120,000 Pupil Premium students made the transition from KS2 to KS3 below the expected standard for reading and 1 in 10 of those would achieve passes in Mathematics and English). Evidence suggests that if teachers attend to the 'literacy' demands of their subjects, it increases the students' chase of success in their subjects.	1, 2, 3

<p><b>Oracy:</b> Whole school teaching learning focus. To improve the verbal communication skills of all students through increased opportunities to 'talk' in the classroom.</p> <ul style="list-style-type: none"> <li>Allocated CPD on questioning techniques to encourage greater explanation of ideas and understanding</li> <li>Teachers will incorporate tier 2 and 3 vocabulary</li> </ul>	<p>EEF guide to the Pupil Premium. July 2021. "Cognitive Science in the Classroom."</p> <p><a href="#">Cognitive science approaches in the classroom - A review of the evidence.pdf</a></p> <p>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements (Closing the Gap, EEF)</p> <p><a href="https://educationendowmentfoundation.org.uk/news/15-key-lessons-learned-in-the-eefs-first-six-years">https://educationendowmentfoundation.org.uk/news/15-key-lessons-learned-in-the-eefs-first-six-years</a></p>	
<ul style="list-style-type: none"> <li>Subjects to review and develop the quality of teaching and feedback (verbal and written) given to Pupil Premium students to allow them to accelerate their progress.</li> <li>Subject areas to be given additional planning and development time during twilights and subject meetings implement teaching and learning strategies to accelerate progress of Pupil Premium students.</li> </ul>	<p>EEF toolkit (Sept 2024) states that 'providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.'</p> <p><a href="#">Teaching and Learning Toolkit   EEF</a></p> <p>Putting Evidence to Work – A School's Guide to Implementation recommends to 'create a leadership environment and school climate that is conducive to good implementation. Set the stage for implementation through school policies, routines, and practices.'</p> <p>EEF Guidance report.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a></p>	1, 2, 3

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

Budgeted cost: £72,036 (recovery premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>School Led Tutoring Programme/Catch Up Reading and literacy lessons:</b></p> <p>Targeted intervention sessions to take place across years 7-11 in Maths, English and reading. Small group tuition. SOW specifically designed to promote reading, vocabulary and understanding. A range of texts that incorporate social issues and extend the cultural capital of students.</p> <p>Staff training to be given to all English teachers to ensure consistent administration of reading tests. All reading tests to take place in regulated space and under exam condition to ensure accurate data to inform interventions.</p>	<p>The EEF Guide to the Pupil Premium, (June 2019) suggests that targeted academic support has a consistently positive impact in small groups and/or one-to-one structured interventions and is likely to be a key component in an effective PP strategy.</p>	<p>1, 2, 3</p>
<p><b>Hackney Literacy Programme for KS3:</b> Targeted literacy lessons for students with below age related reading age. Delivered by qualified teachers and specialist teaching assistants.</p>	<p>Closing the Attainment Gap, EEF (2024) states that transition between phases is a risk point and effective catch-up should be put in place.</p>	<p>1, 2, 3</p>
<p><b>Reading and Lexia Reading Intervention Programmes:</b> delivered by the Student Support Centre for targeted students with below age-related reading age (NRSS 85 or below). Delivered by specialist literacy staff.</p>	<p>Closing the Attainment Gap, EEF (2024) states that transition between phases is a risk point and effective catch-up should be put in place. The EEF toolkit suggests that 'The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.'</p> <p>EEF Toolkit suggests that 'on average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that</p>	<p>1, 2, 3</p>



	<p>are identified as having low prior attainment or are struggling in particular areas.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition#:~:text=Key%20findings%201.%20On%20average%2C%20one%20to%20one,prior%20attainment%20or%20are%20struggling%20in%20particular%20areas.">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition#:~:text=Key%20findings%201.%20On%20average%2C%20one%20to%20one,prior%20attainment%20or%20are%20struggling%20in%20particular%20areas.</a></p>	
<p><b>Bespoke Registration Intervention Programmes:</b></p> <p><b>Year 11 English:</b> exam question techniques. 4 x qualified English teachers deliver 5 x small group registration sessions per week to improve understanding and attainment on specific exam questions.</p> <p><b>Year 7 and 8 Reading group:</b> 4 x registrations per week for targeted yr 7 and 8 students who have made notable improvements in reading scores, following completion of the reading programme, to maintain progress with qualified teaching staff.</p> <p><b>Year 11 Maths:</b> exam question techniques. Qualified maths teachers deliver 6 x small group registration sessions per week to improve understanding and attainment on core topics for Foundation and Higher Tier. 2 x small group registration sessions per week for higher paper questions – delivered by JWS Higher A Level Maths students.</p> <p><b>Year 7-11 Sparx Registration Programme:</b> students attend 2 registrations a week and follow curriculum specific Sparx programme that generates additional/extension tasks that consolidate curriculum/homework. Some students are in self piloting groups to encourage independence and an additional group is monitored daily to ensure completion of tasks and mentored intermittently regarding all subject progress and attitude to learning.</p> <p><b>Year 9, 10, 11 timetabled Maths Intervention lessons:</b> Qualified maths teacher delivering small group lessons to targeted students.</p>	<p>The EEF Guide to the Pupil Premium, (June 2019) suggests that targeted academic support has a consistently positive impact in small groups and/or one-to-one structured interventions and is likely to be a key component in an effective PP strategy.</p> <p>‘Interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored’.</p> <p>The EEF toolkit suggests that ‘The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.’</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies#:~:text=The%20average%20impact%20of%20reading%20comprehension%20strategies%20is,that%20provide%20an%20effective%2C%20but%20not%20overwhelming%2C%20challenge.">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies#:~:text=The%20average%20impact%20of%20reading%20comprehension%20strategies%20is,that%20provide%20an%20effective%2C%20but%20not%20overwhelming%2C%20challenge.</a></p> <p>Targeted intervention using specific programmes delivered by specialists are likely to have greater positive impact where students are less likely to have support from home.</p> <p>‘Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to</p>	<p>1, 2, 3</p> <p>1, 2, 3</p> <p>1, 2, 3</p> <p>1, 3</p> <p>1, 3</p>

<b>KS3 Stop and Read Programme:</b> KS3 students paired with 6 <sup>th</sup> Form students to foster a culture of reading and provide reading aloud opportunities. KS3 students who have graduated from intervention classes or have limited opportunities to read are selected to ensure continued progress and reading interest. Reading books, short story anthologies and reading records are provided. This programme will be extended to utilise reading teachers during registration.	approximately five additional months' progress within one academic year.' EEF guide to Pupil Premium (June 2019)  Targeted intervention using specific programmes delivered by specialists are likely to have greater positive impact where students are less likely to have support from home.	1, 3
<b>Half Termly reviews to monitor progress:</b> for all intervention students with rewards for progress and high attendance.		3, 4, 5

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

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Behaviour:</b> To implement a clear and consistent behaviour policy that upholds high expectations for all students, regardless of their background. Regularly review the policy to ensure it supports all students in meeting these expectations through a restorative approach grounded in Trauma-Informed Practice.  To develop Pastoral Support Plans (PSPs) to coordinate support for those children at risk of permanent exclusion. Plans utilise expertise from across the school and, where appropriate, external agencies. PSPs to be developed in accordance with Trauma Informed Practice.	Behaviour interventions – 'both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.' EEF toolkit (2024)	3,4

<p>To build capacity in the pastoral team through the development of an additional Deputy Headteacher role (appointed Sept 2023)</p> <p><b>Managing challenging Behaviour:</b> INSET CPD: 'When the Adults Change', Beacon Schools 'Trauma Informed Practice'.</p> <p><b>Small Group work:</b> The school has appointed a Primary specialist to support small groups of children who present with distressed or connection-seeking behaviours and are not yet ready to successfully engage in a full-time mainstream curriculum.</p> <p><b>LINC:</b> to ensure that identified students receive appropriate time-limited support to enable them to continue to participate in a full curriculum.</p>		
<p><b>Attendance</b></p> <p>Designated Attendance Officer to monitor and implement support plans for low attendance and PA. Tutors and Heads of House to focus on attendance with the aim of students in receipt of PP to show increased attendance- in line with non-Pupil Premium students and national attendance expectations.</p> <p>To utilise form-time effectively to support and encourage strong school attendance for all pupils, with an emphasis on DP.</p> <p>Extend and improve sign posting of available support agencies/provision to parents/students, utilising the school website, in-house advertisements eg. Food banks, financial support, domestic abuse services.</p> <p>Continue funded breakfast support for students in need, to encourage school attendance and reduce lateness.</p>	<p>Attendance is the most significant non-academic barrier to progress in school and therefore is central to our strategy. The EFF guide to Pupil Premium advises a tiered approach to maximise attendance.</p> <p>Research by the EEF suggests that 'parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>1, 2, 4, 5</p>

<p>To implement the EBSA (Emotional Based School Avoidance) pathway to support identified Severely Absent pupils.</p> <p><b>LINC:</b> in specific circumstances students will be accommodated within the LINC to ensure transition to mainstream lessons.</p>		
<p><b>Aspirations:</b></p> <p>Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience, leading to improved aspirations for all students through increased opportunities, roles and responsibilities within school.</p> <p>Reintroduce extracurricular clubs and activities as Covid restrictions allow. Broaden student experiences and confidence.</p>	<p>The EEF toolkit acknowledges that limited research is available on aspiration interventions. It does though acknowledge that if it is done, 'aspiration interventions [should] range in duration and may include within class approaches delivered by teachers, after school clubs, out-of-school programmes or mentoring led by paid staff or volunteers.'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	3
<p><b>ICT Provision:</b></p> <p>Students in receipt of PP will be provided with ICT equipment where needed to enable them to access on line learning and research activities. Explore protentional for medium term/daily loan system for students who are reliant on laptops to record work in lessons.</p> <p><b>Quiet Study Areas:</b> will be designated after school to allow for quiet, supported independent study and appropriate ICT and printing facilities.</p> <p><b>Transport Access:</b> Late buses are provided in order that students can access extracurricular activities, additional study provision and the Quiet Study Area.</p>		1, 2, 3,
<p><b>Post 16 Aspirations:</b> Targeted use of independent Careers advisor (2 day per week) to provide additional support for post 16 options. Additional support for students in gaining work experience placements relevant to their aspirations. Careers team monitor applications and progress of post 16 choices for students in receipt of PP.</p>	<p>Targeted intervention using specific programmes delivered by specialists are likely to have greater positive impact where students are less likely to have support from home.</p>	3

<p>Regular contact with home to engage parents/carers with post 16 options and choices.</p> <p><b>Work Experience:</b> Additional support for students in gaining work experience placements relevant to their aspirations.</p>		
<p><b>Wellbeing:</b></p> <p>Targeted use of in-school SEMH Mentors to address vulnerable students' needs in and out of school. Targeted Support and monitoring of vulnerable students by Heads of House and Safeguarding Lead - Co-ordination of in-school interventions and outside agencies (CAMHS, police etc). Whole staff approach to ensure that the principles of Trauma Informed Practice underpins all interactions in the school.</p>	<p>Targeted intervention using specific programmes delivered by specialists are likely to have greater positive impact where students are less likely to have support from home.</p> <p>Following COVID an increasing number of students are presenting emotional/mental health issues that is negatively impacting on their progress, attendance and/or behaviour.</p>	3, 4, 5

**Total budgeted cost:** £383,696

## 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 2022 to 2023 academic year.

#### Student Outcomes

Performance Measures 2023	PP students (52) 2023-2024*	Non PP students (198) 2023-2024*
Progress 8	- 0.75	0.16
Attainment 8	29.33	74.31
Grades 7-9 English/Maths	3.8%	10.8%
Grades 5-9 English/Maths	13.5%	50.8%
Grades 4-9 English/Maths	30.8%	73.5%
Attendance (Sept 23-July 24)	86.76%	92.12%
Persistent Absence	44.5%	24.9%
*Data Source: SISRA Analytics (outcomes), SIMS (attendance)		

**Challenge 1: Progress: Progress of Pupil Premium students is less than non-Pupil Premium students across most curriculum areas. High prior attaining Pupil Premium students are at particular risks of not meeting expected progress in several subject areas.**

<b>Progress 8 Headline Outcomes</b>	<b>2023 GCSE Examination Results</b>	<b>2024 GCSE Examination Results</b>
Non Pupil Premium Students	Progress 8 <b>0.21</b>	0.16 (unvalidated)
Pupil Premium Students	Progress 8 - <b>0.71</b>	-0.75 (unvalidated)
Progress Gap between non Pupil Premium Students and Pupil Premium Students	Progress 8 Gap <b>0.92</b>	0.91 (unvalidated)

<b>Progress 8 Maths Outcomes</b>	<b>2022 Maths GCSE Examination Results</b>	<b>2023 Maths GCSE Examination Results</b>
Higher Ability Non Pupil Premium Students	Progress 8 <b>0.15</b>	-0.03 unvalidated
Higher Ability Pupil Premium Students	Progress 8 <b>0.56</b>	0.40 unvalidated
Maths Progress Gap between higher ability non Pupil Premium Students and higher ability Pupil Premium Students	Progress 8 Gap <b>0.41 (in favour of PP students)</b>	0.43 (in favour of PP students)
<b>Progress 8 English Language Outcomes</b>	<b>2022 English Language GCSE Examination Results</b>	<b>2023 English Language GCSE Examination Results</b>
Higher Ability Non Pupil Premium Students	Progress 8 0.45	0.21 unvalidated
Higher Ability Pupil Premium Students	Progress 8 0.21	0.86 unvalidated
English Language Progress Gap between higher ability non Pupil Premium Students and higher ability Pupil Premium Students	Progress 8 Gap 0.24	<b>0.65 (in favour of PP students)</b>
<b>Progress 8 English Literature Outcomes</b>	<b>2022 English Literature GCSE Examination Results</b>	<b>2023 English Literature GCSE Examination Results</b>
Higher Ability Non Pupil Premium Students	Progress 8 0.31	-0.10 unvalidated

Higher Ability Pupil Premium Students	Progress 8 0.56	1.06 unvalidated
English Literature Progress Gap between higher ability non Pupil Premium Students and higher ability Pupil Premium Students	Progress 8 Gap 0.25	1.16 (in favour of PP students)

**1. Stability in the Overall Progress Gap:**

- The headline Progress 8 gap (0.91 in 2024) remains significant, indicating ongoing challenges in closing the attainment gap between Non-PP and PP students.

**2. Notable Gains for Higher Ability PP Students:**

- In English (Language and Literature), higher ability PP students have shown exceptional progress, outperforming their Non-PP peers by significant margins.
- In Maths, PP students maintain better outcomes compared to their Non-PP counterparts, though their progress has slightly declined.

**3. Declining Performance of Non-PP Students:**

- Across all subjects, higher ability Non-PP students are experiencing declines in Progress 8 outcomes. This trend is particularly stark in English Literature (-0.10 in 2023).

**4. Successes for PP Students:**

- The data shows clear evidence of targeted interventions or strategies benefiting higher ability PP students, particularly in English.

**Challenge 2: Literacy:** The literacy skills of students in receipt of Pupil Premium are lower than non-Pupil Premium students. Expected age related reading scores indicate that most Pupil Premium students enter year 7 with reading ages significantly below their chronological age which hinders their ability to access all areas of the curriculum and has a negative impact on their GCSE and post 16 outcomes.

**Intervention Programmes and Reading Development: 2022-2023**

Throughout 2022-2023, extensive intervention programmes have continued to support students' academic progress. Teacher-led Maths and English lessons, alongside Sparx sessions, have been delivered during registration and in-lesson support. Students in receipt of Pupil Premium (PP) are prioritised for these interventions, with their progress closely monitored. Where progress is lacking, adjustments are made to their support to ensure improvements.



Timetabled Hackney, Lexia, and Catch-Up Literacy lessons have become integral to the curriculum and are well-received by students. Pupil voice has been overwhelmingly positive about these reading lessons, with comments such as “*my best lesson*” and “*the books we read are brilliant*”. Many students express a strong desire to remain in these lessons even after achieving significant progress. This enthusiasm reflects their eagerness to improve their reading scores.

In Key Stage 4, a modified options pathway was introduced to provide additional support for selected students, with plans to extend this to Maths in 2023-24. The school has also maximised the use of the Tutor Led Programme, delivering an impressive **7,478 hours of additional teaching** in English, Maths (KS4), and reading (KS3). A total of **368 students** benefitted from Tutor Led interventions, with **42.5%** of these being PP students. Many received multiple types of intervention.

The *Stop and Read* programme has proven highly successful and popular, engaging **103 KS3 students (45%)** who read with a Sixth Former or teacher one to two times per week.

## Key Developments:

### Maths Intervention:

- Fewer students received Maths interventions in 2023-24 due to staffing constraints. These interventions are expected to resume to previous levels in 2024-25.

### Staff Training:

- All staff received additional training on integrating reading into their lessons, including strategies such as using reading ages, reciprocal reading, disciplinary reading, vocabulary development, and modelling verbal answers.
- Departments have embedded reading into their curriculum intent documents, with the exploitation of reading materials and longer texts central to development plans.

### Differentiated Reading Support:

- Reading support has been tailored to accommodate a range of abilities, ensuring that students at all levels receive appropriate intervention.
- KS3 reading ages are distributed to staff to highlight students requiring additional support, such as reading aloud and developing oral responses.

### Tutor Led Programme Commitment:

- Tutors are highly skilled in analysing reading data and adapting lesson planning accordingly. All students, particularly PP students, have shown test-on-test improvements in reading scores. Maintaining their engagement and comprehension remains a key focus to prepare them for their KS4 curriculum and terminal examinations.

### Registration Maintenance Groups:

- KS3 students who have graduated from the Catch Reading Programme now participate in maintenance reading groups during registration to sustain and build upon their progress.

### Future Focus:

Improving students' reading ability will remain a key priority in the next academic year. The school aims to sustain progress through programmes such as *Stop and Read* and registration maintenance groups, while extending targeted support in Maths and ensuring all interventions are impactful and inclusive.

**Challenge 3: Aspirations:** Students in receipt of Pupil Premium are more likely to have lower aspirations in terms of secondary academic success, further and higher education and careers. Lack of confidence through underachievement fuels and maintains lower aspirations.

All Pupil Premium students are prioritised for early careers support and support with JWS 6<sup>th</sup> form and college applications. Departmental SOW integrate careers knowledge and guidance to instil an awareness of opportunities. Year 11 Interview Skills Day prepares students for the demands of interviews and is supported by written action points and guidance for career choices. 6<sup>th</sup> Form and college open days are promoted to PP Students and individually targeted. Visits to career fairs are PP targeted to raise aspirations and provide realistic pathways that students can aim towards.

Year 11 Leavers NEET 2023		Year 13 Leavers NEET 2023	
PP Students	Non PP Students	PP Students	Non PP Students
<b>Pending</b>	<b>Pending</b>	<b>Pending</b>	<b>Pending</b>

**Challenge 4: Behaviour:** The behaviour and attitudes to learning of Pupil Premium students is statistically more likely to result in fixed term exclusions and permanent exclusion. Pupil Premium boys are more at risk of fixed term exclusion than Pupil Premium girls. Poor behaviour and fixed term exclusions have a negative impact on academic success.

A number of students find school challenging and FTE for both Pupil Premium and non Pupil Premium students have been higher than average. To address behaviour concerns we have taken the following actions this year: adapted the reintegration form to ensure students are ready to return to school, increased capacity in the LINC to meet the learning needs of more students, employed a specialist SEMH behaviour TA to support in the LINC, provided a designated LINC teacher. Students most at risk of exclusion will have priority timetabling and the introduction of a new KS4 options programme has enabled some students to access additional teaching in English. Greater use of the school's Police Liaison Officer to anti-social behaviours in and out of school. An internal removal and reflection room has been established to reduce FTE. Staff have received continued CPD on managing challenging behaviour and emotional coaching. The school assembly programme has incorporated our Respect agenda.

**Challenge 5: Attendance:** Attendance of students in receipt of Pupil Premium is lower than that of non-Pupil Premium students, especially Pupil Premium SEND students. Persistent absence figures are higher for students in receipt of Pupil Premium compared to non-Pupil Premium students.

We have a robust system to track and monitor attendance daily. Phone calls and emails are sent at the close of registration for any unauthorised absences. The Attendance Officer meets regularly with Heads of House to identify high profile students where lack of attendance is a concern. Action plans are design to remove all barriers to attendance before the consideration of a Section 444. The Attendance and Family Liaison Officer works to improve parental engagement with frequent home visits. We offer out of hours learning with HRET (home or school) as a transitional measure to improve attendance. The LINC provides a space for reluctant attenders to integrate back in to the school day and working patterns in a supportive and purposeful environment. The introduction of breakfast provision for students with low attendance and/or frequent lateness has been successful. Attendance has been high which has seen punctuality improve for some students.

