Pupil premium strategy statement – Quarrydale Academy (updated December 2024)

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1280
Proportion (%) of pupil premium eligible pupils	32.2%
Academic year/years that our current pupil premium strategy plan covers	December 2024 – December 2025
Date this statement was published	December 2024
Date on which it will be reviewed (new 3-year plan)	December 2027
Statement authorised by	Tim Paling
Pupil premium lead	Adam Heathcote
Governor / Trustee lead	Jill Wildsmith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£431,400
Recovery premium funding allocation this academic year	£1400
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£432,800

Part A: Pupil premium strategy plan

Statement of intent

At Quarrydale Academy we want all our students, irrespective of their demographic, challenges or deprivation to experience a rich curriculum that is set out to raise their aspirations, academically achieve their potential and move onto successful career pathways when they leave the academy in year 11 or year 13. We endeavour to utilise the pupil premium funding to ensure our most disadvantaged students achieve academically at least as well as their non-disadvantaged peers and to develop the skills, attitudes and attributes to have strong moral values, develop a stronger resilience and establish a desire to succeed in all they do. We want students to have a strong sense of belonging to the Quarrydale community and feel that by the time they leave the academy that have benefited from the rich experiences we have offered.

We will achieve these outcomes by

- Providing a high-quality academic curriculum, which where necessary, can be tailored to meet the needs of individual students
- Having quality first teaching that meets the needs of most students, delivered by teachers who are looking continuously at how they improve their skills.
- Providing impactful intervention programmes that are targeted at need and delivered by trained staff
- Offering wide opportunities beyond the everyday curriculum and supporting disadvantaged students to take advantage of these and develop talent and their cultural capital
- Working with other colleagues in other areas to ensure that any external barriers are, where possible, removed or reduced and students can reach their full potential
- Identifying students with mental health issues or learning gaps that have arisen as a result of the pandemic or wider concerns
- Ensuring that the achievement of disadvantaged students is given a high profile within the academy

The current plan sets out our intent and indicates it is in its first year of its three-year strategy. Since the previous Ofsted Inspection the Academy has continued to work on our improvements set out in the School Improvement Plan. The consequences of Covid 19 are still evident among students and younger years groups are still showing significant gaps in learning and establishing clear routines before the transition in secondary school. Our community continues to hold on to the inequalities between our disadvantaged students and non-disadvantages students within our new cohorts, we continue to be aware that each cohort will have been impacted by the pandemic years in different ways, indicating our challenges maybe be more varied than before 2019. It has worsened the inequalities within our local communities between our disadvantaged and non-disadvantaged students and the impacts will become less known as each year groups makes the transition into secondary. Our intent is to continue to establish a clearer understanding of this and enhancing our communication and collaboration with feeder primary schools and diagnosing the challenges they face for individuals and whole year groups.
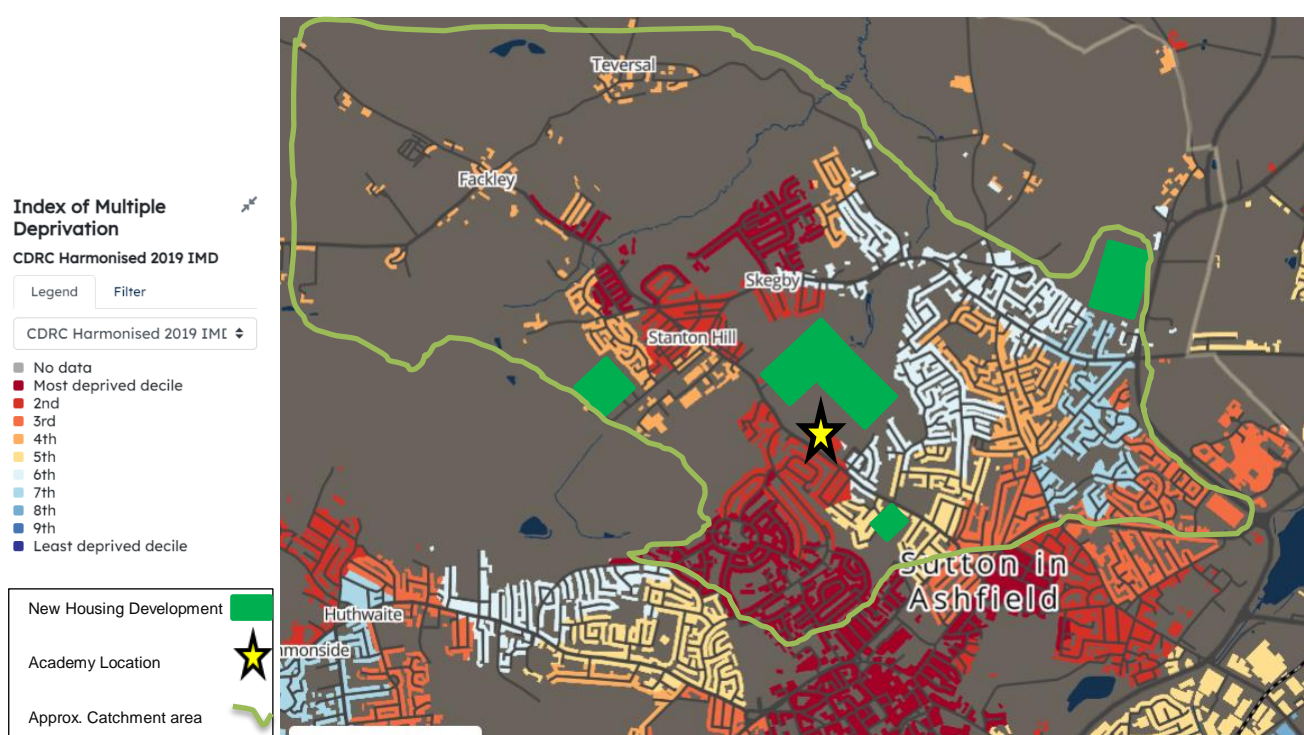
Academy Pupil Premium funding is spent in a variety of ways; this includes investment in both academic and pastoral initiatives. Without the pastoral support the academic challenge becomes even greater. 32.2% of our current cohort is eligible for the Pupil Premium (2024/2025), above the national figure of 20.8%. We measure the impact of interventions and additional funding through attendance, progress and attainment. It is well documented that no single intervention closes the attainment gap, and therefore at Quarrydale we fully believe that the use of a variety of approaches with a key focus on individual need is essential in effectively 'closing the gap'.

Due to the nature of the challenges we face, Quarrydale Academy intends to enhance our provision for the mental, social and emotional health and wellbeing of our students. Increasing the pastoral support and the PSHE programme that is delivered to all students across the academy.

Through greater scrutiny and analysis of various sources of data our approach will be responsive to the needs of individual students, acting on this data by deploying and directing appropriate staff members and resources to support our most disadvantaged students effectively. We will diagnose and demonstrate early intervention to individual students and groups of students.

Quarrydale Academy recognise the crucial impact of pupil attendance on learning and closing the gap between our most disadvantaged students. Our data shows there are still significant gaps between our disadvantaged students and our non-disadvantaged students. Our intent is to work as closely and collaboratively as possible with our families with support from other agencies to keep the attendance of pupils at Quarrydale above national average.

Demographic

Challenges

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

Challenge number	Detail of challenge
1 Low levels of Literacy	Disadvantaged students, as well as other students in the academy, have low levels of oracy, literacy and comprehension on entry and do not often undertake wider reading. Lower literacy levels have significant impact on attainment and progress levels across all subjects. Our current data suggests this is deteriorating from transition from primary to secondary education. CATs assessments on entry to year 7 and reading age tests completed within the first half term in year 7 indicate reading ages are well below expected levels. In 2024, most recent cohort have transitioned into Quarrydale with 38% of students having reading ages below expected levels (55% of these students are disadvantaged – an increase of 17% from the last cohort). Furthermore, 14% of students in year 7 have reading ages that are 3 years behind expected levels, 3% higher than the previous year (56% of these students are disadvantaged – an increase of 16% of the previous year)
2 Low levels of Numeracy	Students who are disadvantaged have increased likelihood of lower numeracy levels on entry. <table><tr><th colspan="2">KS2 (CATS DATA as no KS2 Results)</th><th>Baseline (Raw)</th><th>Baseline (%)</th></tr><tr><td>All Students</td><td>93.8364486</td><td>27.07 (28.65 in 2023)</td><td>45.12% (48% in 2023)</td></tr><tr><td>PP</td><td>92.8615385</td><td>24.95 (25.60 in 2023)</td><td>41.59% (42% in 2023)</td></tr><tr><td>Non-PP</td><td>94.261745</td><td>28.01 (30.36 in 2023)</td><td>46.69% (50% in 2023)</td></tr></table> As can be seen for this cohort, non-disadvantaged pupils are approximately 2.4 points higher on entry than disadvantaged students. This gap has widened somewhat in the interim period between students sitting their KS2 SATs and sitting their baseline assessment in September 2023.
3 Aspirations and motivation	Disadvantaged students often have low aspiration and lack self-motivation. Many of our disadvantaged families live in areas that are ex-mining communities that sometimes have generational cycles of poverty with the requirement to be

Challenge number	Detail of challenge
	supported by government funding. Many students have not experienced life or cultures beyond the local community and do not have aspirational role models to follow.
4 Engagement	Some disadvantaged students do not come to school ready to learn and are more challenging to engage effectively. Some students do not take pride in their appearance, organisation or engagement in lessons and consequently require further intervention and resources to meet their needs.
5 Attendance and punctuality	Attendance figures indicates there is a significant difference between the attendance of disadvantaged students compared to that of non-disadvantaged students. Figures to date this academic year. Currently, attendance of pupil premium students is 1.9% lower than all students (3% in year 23-24).
	The punctuality of students is generally more concerning from families who have students at the academy who are pupil premium and through observations there are generally trends within families of students arriving late to school and in addition late to lessons. In general, the percentage of students late to school is 1.1% higher for pupil premium students (1.5% higher in 2023-2024)
	Quarrydale academy does not require any additional transportation services (school buses) within the community. The proximity of the Academy is central to all its feeder primary schools. Almost all pupils either walk to the academy or are reliant on parents to drop off their child in their own vehicles. Consequently, many of our pupils are reliant on high quality time management of their parents/carers to demonstrate good punctuality levels when being transported to school. This is more of a significant challenge for disadvantaged families.
6 Student wellbeing and mental health	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These are commonly more prevalent with students who are more disadvantaged and the number of cases (students requiring intervention) is gradually rising each year.
	The delay in assessing and accessing pupils' needs within the community from local services such as CAMHS and NHS paediatricians has resulted resulting in school resources being used to full capacity to support their students.
	Our school Councillor is at full capacity along with all other professionals within the academy who offer pastoral support (HOY's, safeguarding team, tutors) as well as their other professional roles within the academy.
	The new Pastoral Support Officers (one per year group) within the academy have already reached capacity with students they support and have to carefully manage their time and prioritise the depth and level of care they are able to give.
	Pupil Premium students currently make up a disproportionate number of our safeguarding referrals (75% of pupils are PP)
7	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks,

Challenge number	Detail of challenge
Low metacognition and self-regulation	notably in their monitoring and evaluation of their answers. This is evident in a number of curriculum areas. Students from disadvantaged backgrounds are more likely to not submit homework tasks, perform lower on these tasks or will not have the equal opportunity to perform these tasks in a suitable opportunity compared to non-disadvantaged peers.
8 Behaviour and attitudes	Observations, data and discussions suggest that the behaviour of pupils is more likely to deteriorate if students are disadvantaged. Data based on Suspensions/Exclusions, isolations, on calls and consequence points all indicate a higher percentage of Pupil premium students than non-PP students in respect of numbers within the academy. Suspension data collated from the autumn term 2024 shows the following figures of percentage of students who were suspended who are registered as pupil premium:

Suspensions	Year 7	Year 8	Year 9	Year 10	Year 11
2023 Autumn Term	50%	59%	64%	71%	81%
2024 Autumn Term	76%	68%	56%	58%	75%

The school's NOVA strategy and Alternative Provision are more likely to have students access these provisions if they are disadvantaged.

A lack of clear routines, boundaries and moral standpoints in home environments can lead to challenges within the Academy in students successfully adhering to and following various policies. This is more prevalent for students who are from more disadvantaged backgrounds.

| 9
Cultural capital | Our assessments, observations and discussions with pupils and families suggest that the access to enrichment and extra-curricular activities for many of our disadvantaged pupils have been impacted heavily by the pandemic to a greater extent than for other pupils.

Disadvantaged students are less likely to attend wider curriculum activities and extra-curricular clubs. Students need higher levels of encouragement and identification to encourage students to attend.

Data in the first half term shows the percentage of students that attend extra-curricular events is higher in non-PP students than it is of PP students in respect of the numbers of PP students in the academy (33%).
Autumn Half Term 1 Data:
From students recorded attendances at after school clubs 19.9 % of attendees were pupil premium students |

Challenge number	Detail of challenge

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
Pupil Premium (PP) students close the gap on their peers.	Tracking and exam data shows that PP student performance is improving in all subject areas and the gap with non-PP students is closing and is above that of the national average.
Improved levels of literacy to help reduce the attainment gap between disadvantages and all other students.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers and leaders will triangulate this by recognising improvements in engagement in lessons, through book scrutiny and other quality assurance measures.
Improved levels of numeracy to help reduce the attainment gaps between disadvantages and all other students.	KS3 data analysis provides evidence that the gap between disadvantaged and non-disadvantaged students closes between base-line testing and end of year 9 data assessment points. Maths intervention data and ks3 & 4 data will indicate students' progress from kS2 entry and baseline data.
Improved behaviour of disadvantaged students in all classes	By 2027 incidents across the school are lowered and the comparison between PP students and non-PP students is closed.

By 2027 exclusions across the school are lowered and the comparison between PP students and non-PP students is closed.

Learning walks and lesson observations record improved behaviour.

Feedback from student voice shows that the number of lessons that are disrupted by low level disruptive behaviour continues to fall. |
| Improved attendance of disadvantaged students, | Attendance of disadvantaged students to improve on last year's attendance:

Attendance of disadvantaged students closes the gap to non-PP students and the gap is closer than that of the national average. |
| Improved metacognitive and self-regulatory skills | Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. |

Intended outcome	Success criteria
among disadvantaged pupils across all subjects.	This finding is supported by homework completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024 - 2027 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Data collated from registers and attendance records of clubs and sessions. Safeguarding and wellbeing concerns are actioned efficiently and early intervention helps prevent further and more prevalent safeguarding matters.
To raise aspirations, motivation and a climate for learning	Students to access a broad curriculum offer at both KS3 and kS4. An increased range of extra-curricular provisions. A thorough careers aspiration strategy that allows students to access trips, university visits, apprenticeship visits and other educational setting excursions. Raise the profile of the school within the community and the help and support given to families. Establish clear understanding in students in the conduct and behaviour required to learn effectively in the Academy and beyond.
Raise the Cultural Capital Profile of Quarrydale Academy	Increased events and occasions in which the school can celebrate student success. Increased focus in assemblies on positive values and meeting the academy's vision and ethos. Expand on the provision for extra-curricular provision. Increased focus on cultural capital being promoted through pastoral provision and throughout the curriculum subjects.

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 £300,000

Activity	Evidence that supports this approach (mainly sourced from EEF Toolkit)	Challenge number(s) addressed
Staff CPD CPD for teachers across a range a Quality first Teaching measures. Delivered by staff internally and externally to the academy. High quality support for ECT teachers through 2-year programme with Redhill Teaching Hub. Staff identified who require further CPD support and provided with coaching mentors within the academy. Develop whole school approach to PP and students with SEND through INSET activities and further CPD opportunities. Strategic and professional judgment of carefully considered seating plans to support students in classes who are pupil premium. Whole school training for teachers to introduce strategies that can develop metacognition in students. Staff Teaching and Learning Group. Sharing of good practice and CPD planning and INSET contributions.	Training introduces approaches highlighted in the EEF toolkit, the work of John Dunford and appropriate OFSTED reports The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content. +7months	1,2,3,4,7,8
Staffing recruitment and retention Increased staffing capacity in English and Maths to allow for smaller group tuition in ks4 **Specialised Teacher for Extra Core lessons (literacy & Numeracy support)** Development/Qualification of specific teacher for students with concerningly low literacy and numeracy levels	Teacher retention has been a persistent challenge (European Union, 2013; Sutcher et al., 2016; See et al., 2020) internationally and in England (Long and Danechi, 2022; McLean et al., 2023). Failure to recruit and retain qualified teachers may result in teacher shortages that have negative effects on student learning (Gerritsen et al., 2016; Sorensen and Ladd, 2018). This issue is	1,2,9

Expansion of SLT Team Responsibilities Full SLT responsibilities for AAHT for T&L to move to AHT and solely focus on areas of responsibilities. Full SLT responsibilities for AAHT for Pastoral to move to AHT and solely focus on areas of responsibilities. Both roles will have direct and indirect impacts on the provision for disadvantaged students across the academy.	exacerbated in challenging schools with high proportions of disadvantaged students (Tereshchenko et al., 2020). Addressing this issue requires the collective efforts of policy and practice, well informed by a systematic, in-depth understanding of the robust research evidence base.	1,2,9
Enhanced access to Reading and Numeracy Continuation of DEAR program and increased and wider access to inspiring reading books and other reading sources for various departments. Reading Eggs programme for students requiring further teaching and support for low levels of literacy. To support the current "reading time" offered at DEAR periods and once per week in tutor periods. A dedicated numeracy programme will be incorporated into the weekly tutor schedule. Numeracy "day" allocated to each year group to prioritise on numeracy skills with form tutor.	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. 4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. 5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects. +6months	1,2

Pupil Premium FIRST Teachers know who the PP pupils are within classes. Teachers ask questions to PP students in the first instance and give regular and concise feedback to these students. Teachers help PP students access the cultural capital needed to engage in new learning. SLT lead/HoY/HOD/PSO's review the progress of PP students more regularly with class teachers (half termly reviews). Marking of PP books and assessments first Inclusion of pupil premium work scrutiny in staff development conversations.	OFSTED's 2014 report on the pupil premium. If the gap is to close PP students need to be targeted to make more progress Providing feedback is a 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. Feedback can come from a variety of sources -– studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average). ==+6 months==	1,2,3,4,5,7,9
Staff Coaching Support Where quality assurance identifies teachers who are not helping PP students to make expected progress and who find difficulty in using the strategies recommended coaching and support will be provided by staff with TLR for supporting staff (staff coaches).	Supporting the attainment of disadvantaged pupils Briefing for school leaders, November 2015 stresses the importance of quality first teaching	7,8
KS3 Data Approach Accurate assessment will be used to feed line management meetings with HoD and HoY which will include a PP focus. PP Data to be analysed after data point entries and shared with key leaders.	Accurate tracking will allow better planning by teachers and allow support to be more effectively targeted.	3
Transition Team – Diagnostic approaches • Increased presence of SLT staff in transition process • Greater use of data • Sharing of information increases	A systemic approach to primary-secondary school transitions' provision is needed, with emotional wellbeing central to this. It is recommended that both universal and targeted support for children's emotional wellbeing should be at the forefront of transition provision, and this should not end as children leave primary school. This support should help children to recognise, understand and manage their emotions. (University of Manchester, 2023)	3,8,9

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

Budgeted Cost £62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Strategies Students with below average reading ages, including mainly PP students engage with Reading Eggs program Students receive additional phonics support with specially trained staff within the academy. Increased access to the library environment will be given to the most prioritised students.	Students need an average reading age to engage with the curriculum The Education Endowment Fund (EEF) research shows that Teaching Assistant Interventions have a positive impact (+4)	1
Small Group Interventions Non-tutor staff who are linked with a particular year group (mainly TA's) will be asked to provide planned interventions which will be academic, SMEH or aspirational focused. KS3 Data system to help streamline attainment data.	Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. +4 Months	1,2,3,4,5,
Homework • Use of tracking software program (satchel one) to set and collect homework • Staff CPD and training to enhance its profile • Analysis and termly reviews of data Additional extra-curricular club established to allow students to complete homework. • Food to be provided for students who attend homework club. • Establish name that would encourage students to attend. • Promote strongly with PP families.	Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.	1,2,7,9

	It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area). +5 Months	
Additional GCSE Support for Maths and English Data driven strategy to allow students to receive additional small group tutoring for maths and English GCSEs in year 11.	Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. +4 Months	1,2
Promotion of MFL to support EBacc entry Raising aspirations for students to study an additional language. Introduce raising aspiration assemblies through specific guest speakers for key stage 3 students with particular focus on year 9 students about to enter GCSE's. • Attainment data to streamline targeted group workshop for students post assemblies.	Across the education sector, stakeholders have emphasised the importance of learning modern foreign languages (MFL). In their research review series, Ofsted argued that learning a foreign language provides tangible benefits for pupils, by broadening their horizons and providing 'knowledge and cultural capital'. The Department for Education (DfE) has defined language subjects, along with English, mathematics, the sciences and humanities, as ones that "[keep] young people's options open for further study and future careers". (education Policy Institute, 2023)	4,9
Software packages to enhance Teaching and Learning Maths/Numeracy software support for teachers delivering ks3 and ks4 maths • Goteach maths • Maths watch • Numeracy Ninja's Scientific calculators for every pupil premium student is given to each student in year 7	There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside small group tuition, with teachers providing targeted instruction to the pupils that are not engaging with the technology. +4 Months	3,4

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

Budgeted Cost £75,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club Breakfast Club will run every day and serve free breakfast food and drink to all students. • Club will be promoted to all students • Additional notice and promotion given to PP students • Attendance tracked and monitored • PP students and others will have the opportunity to catch up on homework/coursework; get additional support for key staff and get themselves mentally ready to learn.	Evidence suggests that children who have the opportunity to eat a healthy and nutritious breakfast prior to the start of the school day are healthier and are more likely to achieve their full educational potential.	1,2,3,4,5,6,8,9
Attendance data and monitoring Attendance officers to work with PP students as a priority. All staff have a responsibility to support attendance and in particular the attendance of pupil premium students. School staff, such as attendance office, pastoral support officers, heads of year, teachers have responsibility for addressing different aspects and categorisation of attendance issues. Attendance SLT lead to hold staff to account in raising attendance figures.	Poor attendance is a barrier to PP students achieving in school.	5
Pastoral Support Officers (PSO's) PSO's operating in each year group. Under leadership of HOYs, PSO's are able to expand the pastoral care offered during a period of growing demand. The pastoral care provided at Quarrydale largely is demanded by students from disadvantaged families. This has been a significant investment as part of the Pupil premium strategy. Interventions to help students deal with social and mental health issues, such as the use of 1-2-	EEF research shows that social and emotional learning has a positive impact. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.	6

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 PSO conversations, CAMHs and safeguarding support. Scheduled mentoring timings for students to ensure students do not lose curriculum time through mentor support. Open door approach to lunch times and break times to encourage students to seek support away from academic learning periods.	+4 Months	
Behaviour Interventions Behaviour of all students is tracked. HOY, PSO's, SLT Links use the data related to PP students in discussions with parents and other key staff to identify key strategies and support for individual students. Data scrutiny to ensure students are put on necessary staged process as per school policy. Small group interventions and rewards set up to build on promoting good behaviour e.g. "catch me being good" reports, golden tickets, Silent stars.	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average. +4 months	8
The "Uniform Shop" Students will be able to borrow and use uniform items to help adhere to the uniform policy and Academy expectations. Stock for all uniform items will be available and staff monitored on a daily basis.	Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils. EEF	6, 8,9

Activity	Evidence that supports this approach	Challenge number(s) addressed
Building Resilience Resilience workshops built into the wider school curriculum and to feature as part of the additional work delivered and received as part of the PSHE curriculum plan. Resilience programs to focus on both larger cohorts and bespoke target groups for wider impact. Increase of outdoor education for PP students. Maintain outdoor educational visits to promote healthy lifestyles and wider educational and personal achievements. Including resilience.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. +4 Months	6
Increased promotion of cultural capital (including increased extra-curricular offer) Incentives for most 'hard to reach students' – eg. Boxing club, additional rewards and trips promoted through pastoral system. Use of social media to communicate to parents beyond traditional approaches emails and letter home. Extra-curricular rewards programme, half termly rewards vouchers for all students across all year groups. At least 50% of students receiving awards will be from the pupil premium register.	Evidence suggests that parents and carers from disadvantaged backgrounds are less likely to read and action administration sent home from academic establishments (Westminster CPD training for Pupil premium)	6,9
Removing barriers to learning (linked to cultural capital) HOYs and PSO's to work collaboratively with PP SLT Lead in supporting students in ensuring they are fully resourced and prepared for learning. Including equipment, uniform, PE kit. Free music lessons for pupil premium students who wish to undertake tuition within Academy settings. Including rental or support in purchasing of necessary instruments.	(Barriers to learning for disadvantaged groups: Report of qualitative findings 2018) By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore	6, 8,9

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide discounted prices and rates for school trips for PP students. The below figures are guidelines and are not written in policy and are under the professional guidance of the headteacher and the finance department. • Under £20 – Fully funded • £20-£50 - 20% discounted • £50 - £100 - 30% discounted • £100+ - 50% discounted *Size and impact of educational gains of each trip may determine a change in discounts.	often believed to incentivise improved attainment.	
Specific interventions for targeted individual students Professional Strategy Meetings (PSM) and other key meeting groups: - Circle of adults - Safeguarding / Healthy family meetings - Readmission meetings Established for students in need of most significant support from various skilled professionals. Meetings overseen by DHT and led by Senior Leadership team. Staffing expertise to contribute and be present at meetings may include; Attendance officers, PSO's, HOYs, SLT, Safeguarding, SENCO, Keyworkers, parents/guardians.	Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. +4 Months On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. +2 Months	3,4,9
Safeguarding Team Safeguarding provision to be developed under new safeguarding lead, safeguarding case loads a scrutinised and prioritised in a coherent manner which involves all parties.	A significant number of Safeguarding concerns and disclosures are made by PP students. To ensure that all safeguarding concerns are addressed in a timely an defective manner an additional member of the safeguarding team was appointed to work	5,7,9

Activity	Evidence that supports this approach	Challenge number(s) addressed
	and support PP students and Families.	
Departmental support through Teaching Assistants and Technicians Targeted support of students led by SENCO team. HOD direction to support PP students in new technician roles. Staff deployed in these areas to have a clear focus and knowledge of PP students to support.	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. +4 Months	
Parents evenings More data analysis of attendance of parents (particularly from PP families) Response of parents is monitored leading up to parents' evenings. PP families will be monitored more closely and encouraged to attend all parents' evenings and other events.	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. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions. +4 Months	3,4,5,6,7,9
Transportation for AP students To help ensure that students placed on Alternative Provision attend their placements, transport will be provided by the academy.	If a PP student is accessing external provision transport is automatically provided to ensure attendance, support and	3,8,9

Activity	Evidence that supports this approach	Challenge number(s) addressed
	wellbeing checks on a daily basis.	

Total budgeted cost: £440,600

Activity	Evidence that supports this approach	Challenge number(s) addressed

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details

Further information (optional)

The strategy is supported by a Pupil Premium Action Plan which is evaluated and updated termly.