



## Pupil premium strategy statement: Wrotham School

1. Summary information					
School	Wrotham School				
Academic Year	2023/24	Total PP budget	APPROX £158,355	Date of most recent PP Review	September 2023 (PUBLISHED DEC 23)
Total Number of Pupils	1050	Number of pupils eligible for PP	162	Date for next internal review of this strategy	September 2024 (PUBLISHED DEC 24)

### EXECUTIVE SUMMARY

The pupil premium is a grant given by the government to schools in England to decrease the attainment gap for the most disadvantaged children, whether by income or by family upheaval.

Put simply, we have a duty to ensure that pupil premium students close the historical attainment gap between those that are disadvantaged and those that are not.

The term disadvantaged is often used to describe students who qualify for Pupil Premium funding as there is a strong chance that they are, or have been, disadvantaged by the financial circumstances of the environment they have grown up in.

#### What this 'disadvantage' could mean for our pupil premium students:

- They live, or have lived, in social housing
- They may be in, or have experienced, poverty

- Their opportunities for education beyond school may have been limited
- They may not have had access to ICT equipment that others would have
- They may have developed SEMH issues as a result of their environment
- They may not have had the same extra-curricular opportunities as others (e.g. sports teams or a holiday)
- They might have difficulty travelling to and from school

### **What can we do to close the gap?**

There are countless strategies and methodologies that schools have employed to close the attainment gap and improve the social mobility of disadvantaged students. We adopt many of these at Wrotham, as well as some of our own.

### **Other Proven strategies include:**

- Excellent collection, analysis and use of data relating to individual pupils and groups.
- Unerring focus on the quality of teaching.
- Identification of the main barriers to learning for Pupil Premium-eligible pupils.
- Frequent monitoring of the progress of every Pupil Premium-eligible pupil.
- When a pupil's progress slows, interventions are put in place rapidly.
- Every effort is made to engage parents and carers in the education and progress of their child.
- If poor attendance is an issue, this is addressed as a priority.
- Evidence (especially the Education Endowment Foundation Teaching and Learning Toolkit) is used to decide on which strategies are likely to be most effective in overcoming the barriers to learning.
- Complete buy-in from all staff to the importance of the Pupil Premium agenda is essential, with all staff conveying positive and aspirational messages to Pupil Premium-eligible pupils.

At Wrotham School, we do the following:

- Ensure PP students have the same access to extra-curricular opportunities as others and offer financial support where appropriate
- Ensure PP students have access to revision guides and materials that can support their learning where progress has stalled

- Priorities the marking of PP students work to ensure they are first to receive feedback and never missed in a marking cycle
- Ensure that PP students are carefully considered when seating plans are devised
- Ensure that we, as class teachers, know each one of our PP students so that we can tailor our teaching to meet the needs of the most disadvantaged
- Ensure that home learning we set is accessible to those who may not have the same equipment as a student who is not disadvantaged
- Request materials and resources from the PP budget to support students who may not have access to them
- Ensure that each PP student has access to ICT equipment and aid those that do not where possible
- Print off Home Learning for PP students who do not have access to a printer
- Provide a quiet space at break times and lunchtimes for PP students to complete home learning; some of these students will not have a home environment that is conducive to learning or studying
- Ensure PP students are prioritised for interventions and small group work where these opportunities are available

Use our excellent support staff to support the learning and welfare of PP students wherever possible

The gap between PP students and Non- PP students continues to widen and show variation. This has not been previously experienced at Wrotham School in 2023/ 2024 this continues to widen despite strategies in place. This is in line with national patterns of change and widening gaps that the school is keen to address. The school is working hard to close these gaps with a focus on early identification of gaps in KS3 and 4 and a focus on attendance as an overarching target for improvement.

## IMPACT

Our work over the last 4 years has shown a generally positive impact. However, it must be noted that since the pandemic we have seen a widening in the gap between PP and non PP students. This is a trend that is well documented nationally and is an emerging challenge. Therefore, impact in 2022/3 is hard to quantify as this is against a tide of widening inequality and changing landscapes of challenge. This is also linked to falling attendance in PP students which has a large impact on progress/ attainment. We have also seen the gap in KS2 APS widening on entry. The disadvantage gap in English results at GCSE is particularly wide in the south east at almost 1.4 grades.

Sources:

<https://schoolsweek.co.uk/gcse-disadvantage-gap-widens-again/#:~:text=The%20gap%20in%20GCSE%20attainment,year%20to%203.95%20this%20year.>

<https://www.theguardian.com/education/2023/jun/07/attainment-gap-poor-rich-pupils-england-covid-pandemic-public-accounts-committee>

<https://ffteducationdatalab.org.uk/2023/09/the-widening-gap-in-attainment-at-key-stage-4-between-london-and-the-rest-of-the-country/>

2. Impact in 2022/23 (Students in Year 11)						
	2024	2023	2022	2021	2020	2019
Progress 8		-0.29	-0.22	+0.58	+0.54.	+0.13
Attainment 8		41.6	47.4	51.89	48.41	43
English P8		-0.41	-0.2	+0.46	+0.51	-0.27
Maths P8		-0.14	-0.09	+0.37	+0.49	+0.17
EBacc P8		-0.46	-0.37	+0.62	+0.43	+0.04
Other subjects P8		- 0.15	-0.18	+0.76	+0.68	+0.3
HPA P8		-0.1	-0.5	+0.04	+0.5	-0.08
MPA P8		-0.22	-0.2	+0.77	+0.54	+0.27
LPA P8		-0.89	-0.1	+1.05	+0.61	+0.16
PP- P8/ A8/ 4+EM/ 5+EM		-0.55/ 35.8/ 39%/ 11%	-0.02/ 48.3/63%/53%	+0.19	+0.26	-0.06

P8 GAP in 2022 nationally was -0.55 and this has widened further in 2023.

Our current data is based on Pre Examination/ PPE/ Mock data – and is correct as of T2 2023/ 23

2. Current Attainment/Attendance 2023-24 (Students in Year 11) T2				
	<i>Pupils eligible for Pupil Premium (31)</i>		<i>Pupils not eligible for Pupil Premium (109)</i>	
	2022/3 (FINAL)	2023/4 (T2)	2022/3 (FINAL)	2023/24 (T2)
% achieving 9-4 ENG/Ma	65%/ 39%	38%/17%	61% (+4% gap)/72% (33% gap)	48%( 10% gap)/42% (25% gap)

% achieving 9-5 ENG/Ma	26%/16%	9%/6%	50% (24% gap)/45% (29% gap)	32% (23% gap) /18% (12% gap)
Attainment 8 score average (estimate)	34.5	26	43.5 (9 - gap)	34 (8 gap)
Progress 8 score average (estimate)	-0.23	-0.96	-0.53 (-0.3 gap)	-1.44 (-0.48 gap)
Exclusions ( All years)	29% of all exclusions are PP students (Term 2 2023) only PP students account for 20% of our school cohort so this shows PP students more likely to be suspended from school.			
ATTENDANCE % (All years)	93.%		87% (National 89%)	

SUMMARY – Gaps reducing when compared overall to 2022/23 – but still significant in Maths and overall P8. Attendance is improving from 2022/23

## Challenges

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

Challenge number	Detail of challenge
Internal	
1	Danger that attainment gaps do not close and can widen / attainment gap created by lockdowns and the global pandemic (2019 to current)
2	Low aspirations towards education and higher education
3	Low cultural capital leading to poor literacy, resilience, and perseverance
4	Lower levels of literacy and reading
External	
5	Absence rates and poor attendance are below target. This reduces the opportunities to engage in active learning and thus students fall behind.

6	Lower parental support and engagement of child's education
7	Mental Health and Wellbeing is a greater concern for Pupil Premium students

1. Barriers to future attainment (for pupils eligible for PP including high ability)		
In-school barriers (issues to be addressed in school, such as poor literacy skills)		
A.	Pupil Premium students making slower rates of progress than their non-PP peers in many subjects although the gap has closed rapidly in core subjects.	
B.	<p>Non-core outcomes for year 11 Pupil Premium students are below English and maths where gaps have consistently narrowed.</p> <p>KS2 APS already shows a growing gap when compared to previous years. This gap grows through the year groups.</p> <p>Outcomes for this year's year 11 currently show a wider PP/ non PP gap than we have seen in the last 5 years where this had all but been eradicated. The possibility of post covid-19 impact causing this variance should be explored and actioned to reduce this.</p>	
C.	Wrotham School is committed to increasing cultural capital opportunities through its character education programme. Lack of cultural capital can lead to poor literacy, resilience and perseverance. This includes extracurricular activity, experiences and pastoral programmes	
D.	Attendance of PP students continues to below the attendance of Non PP students, although remains similar to national figures. This gap is wider in year 9/10 than in other year groups and may explain widening gap in outcomes as predicted in summer 2022/3/4.	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Absence rates and poor attendance are below target. This reduces the opportunities to engage in active learning and thus student fall behind. This has reduced for ALL student post covid-19 in line with national trends but still demonstrates a lowering of attendance in PP students regardless of non PP following the same trend.	
E.	Interrupted schooling due to school closures due to the pandemic and national attendance that has been slow to recover.	
2. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Gaps continue to narrow in all subjects term by term across the year	Monitoring of PP students showing they are on track to achieve their end of year 11 targets.

		<p>Comparisons of PP and non-PP students showing that this group are not disadvantaged and are able to achieve like grades to their peers.</p> <p>Specific and focussed year 11 strategies in place to continue to reduce this gap that has appeared after a long period of this gap having closed. This includes tutoring, specific intervention and personal plans.</p> <p>Some of this relies on attendance and Sen support where student fall into either of these categories.</p>
<b>B.</b>	<p>To ensure teaching and learning and delivery of intervention focuses on PP as a priority including HPA PP students who need to make progress in line with their peers. This includes lesson observations and feedback which aims to enhance and improve progress of PP students rapidly, inside the classroom and in specifically targeted interventions.</p> <p>High quality provision is to be maintained for students accessing remote learning due to COVID isolation.</p> <p>Teaching and learning is focussed on supporting PP students first.</p> <p>Extracurricular activity is subsidised and funded.</p> <p>PP students are tracked throughout the school to monitor and intervene to improve attendance to extracurricular activity and interventions after school.</p> <p>Transport costs are subsidised or paid for by the school to prevent transport being an issue.</p> <p>All students have access to free breakfast – starting this year.</p> <p>Holiday food vouchers continue post covid-19 in all school holidays.</p>	<p>Excellent practice observed and shown through impact on attainment and progress at the end of the year. Clear process for online learning. Student engagement with online learning was high during the pandemic – but having been back in school for 2 years the absence rates of Pp students have not recovered in the way required – especially in year 11, where, despite frequent interventions from the school and the LA – they have not returned or have refused to attend school.</p>
<b>C.</b>	<p>Levels of progress for maths (year 11) outcomes are in line with English literature/English language</p>	<p>This improved in 2022 in all measures this gap closed.</p> <p>A gap has appeared in year 11 2023. Efforts are now in place to further reduce this against the national trend.</p>
<b>D.</b>	<p>Students eligible for pupil premium participate in whole school initiatives in a representative proportion. This is essential to developing character and aspiration.</p>	<p>Students eligible for PP attend extracurricular activities and participate in cultural capital events in line with their peers.</p>

<b>E.</b>	Increased attendance rates for students eligible for Pupil Premium. Now targeted at 92% in line with non PP nationally and overall target of 95% for all students including PP. Robust attendance policy which supports good attendance.  Includes our attendance action plan.	Overall attendance among students eligible for PP improves in line with NPP students. Reduction in the number of persistent absentees (PP) to <20%.
<b>F.</b>	Students engage in aspirational interventions with support them with their post-16 options. Careers work focusses on PP students as a priority and is recognised and actioned in our strategic plan for careers.	Students have a clear understanding of their post-16 options and the requirements for their chosen post-16 pathway. Careers throughout the school is targeted and aspirational for all PP students. This is well documented.

<b>3. Planned expenditure</b>					
<b>Academic year</b>		<b>2023/24</b>			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>



<p>Gaps continue to narrow in all subjects term by term across the year</p>	<p>First wave teaching to consider strategies for PP and action planning for student groups.</p> <p>PP students first approach to teaching. Moderation of assessments for PP students (in line with non-pp) and book scrutinies targeted at PP students to check progress is in line with peers.</p> <p>Small group literacy and numeracy catch up to support Pp students who require this to achieve and engage with education. (See Catch up)</p> <p>High quality teaching in the classroom with teachers having an awareness of the impact of Pupil premium and strategies to address the barriers this</p>	<p>Ensuring that PP are high profile as a group and ensuring staff understand the factors that negatively impact on engagement, character and attainment. HPA students who are also eligible for PP are prioritised.</p> <p>EEF: Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p>	<p>This will be reviewed by the AHT in charge of student groups using several forms of monitoring:</p> <p>Student voice</p> <p>Teacher feedback</p> <p>Tracking of data linked to progress, effort and attendance</p> <p>Lesson observations.</p> <p>Extracurricular participation rates.</p> <p>Careers engagement/ Destinations.</p>	<p>MCA/JTR/SMO/AGR</p>	<p>Following each data window and round of observations.</p> <p>Targeted training for individuals in term 4.</p> <p>Training for new staff as part of their induction.</p>
	<p>HoD coaching with SLT to have a PP focus.</p> <p>Take the approach 'PP students first' in everything we do.</p> <ul style="list-style-type: none"> <li>In lessons tasks to be explained and understanding checked of PP students first.</li> <li>Character strengths to be awarded and monitored</li> <li>Find strategies within lessons to build PP students <b>Character</b> first.</li> </ul> <p>Teaching focuses on plugging gaps caused by COVID-19 school closures as this has had the biggest impact on PP students.</p>	<p>HoDs prepare for and focus on PP across all year groups therefore progress across the school can be addressed.</p> <p>Secondary pupils from disadvantaged backgrounds experienced 2 months more learning loss in reading than their non-disadvantaged peers. This analysis suggests that the mixture of disadvantage at the pupil and area-level results in greater learning losses for the most disadvantaged pupils. (EEF, 2022)</p>	<p>HoD to oversee implementation of PP strategy and action plans across all year groups and report on evidence based progress.</p> <p>Data drops</p>	<p>VRO/HoDs/LEL</p>	<p>Termly</p>

<p>Track and focus intervention on gaps in all year groups</p>	<p>National Tutoring Programme implemented to narrow gaps for targeted students.</p> <p>Students provided opportunities to attend intervention and access support from Specialist English and Maths teachers after school hours.</p> <p>Continued focus on data with clear, regular and accurate data. Data used to identify students for intervention.</p> <p>Core subject intervention for targeted students during the school day.</p>	<p>PP students underachieve nationally at GCSE in English and Maths</p> <p>Sutton Trust research states that the most important use of funding is to raise attainment for PP students to allow them the qualifications required after education</p> <p>Sutton Trust, 2011 report on improving the impact of teachers on pupil achievement in the UK revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds – equivalent to 1.5 years’ worth of learning.</p>	<p>Lesson visits and book checks with a focus on Pupil Premium students progress.</p> <p>Evaluating the success of year 11 interventions and NTP sessions.</p> <p>Tracking of student progress in core subjects</p> <p>Interventions targeted at PP students where appropriate to help them achieve their potential</p>	<p>VRO/LEL/EHE/HOY</p>	<p>Following data collection points throughout the year.</p>
<p>Catch up reading and writing intervention for PP students in KS3.</p>	<p>All PP students to be caught up to expected literacy and numeracy ages by the end of KS3.</p>	<p>Literacy and numeracy are considered by Wrotham School to be the gateway to improved attainment and progress across all subjects.</p>	<p>KWI to run a high quality programme of catch up. (See catch up funding report)</p>	<p>LAB/SHA/Inclusion team</p>	<p>See Catch Up Report</p>
<p>Financial support to ensure inclusion.</p>	<p>Students supported with the purchase of study guides where required to allow them to access revision and homework</p> <p>Support can be requested for educational trips and opportunities to ensure students are not disadvantaged. School uniform can be purchased to ensure that students are not placed in IE.</p> <p>Trips and visits paid for and subsidised</p> <p>Free breakfast for all students.</p>	<p>Sutton Trust research (2015) supports the use of Pupil Premium for funding trips and visits and states that this has allowed visits to go ahead that may not have been possible without the financial support of pupil premium funding</p>	<p>HoDs from all departments apply for resources for PP students to help them access learning</p> <p>Impact of this must be given to the budget holder prior to purchase</p>	<p>LEL/HoDs/HoYs</p>	<p>Ongoing</p>

<p>To improve teaching of PP students particularly HPA PP students as part of lesson observation, feedback and improving pedagogy.</p>	<p>Ensure observation of lessons, in all forms, include a focus on PP students and their attainment/progress. This, in turn, will be provided as part of the feedback to improve their teaching of PP students</p>	<p>Teaching and learning is crucial to PP performance. High quality feedback is key to improving teaching and learning. Focus on PP students specifically should translate to higher quality PP teaching.</p>	<p>Thorough observation schedule that involves all lessons and focuses on PP progress.</p> <p>Timetabled curriculum reviews that delve into curriculum intent, pedagogy and student learning.</p> <p>Seating plans to include PP status (coded). Observed in lessons.</p>	<p>AGR/JTR</p>	<p>Ongoing</p>
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ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Students have clear ideas about post-16 study and understand the subject requirements for their post-16 goals</p> <p>To improve aspirations of PP students by providing specific and planned opportunities to engage with real life experiences that enhance careers and education aspiration</p>	<p>Careers advisor is now going to be working more closely with KS3 and 4 rather than in the 6<sup>th</sup> form area – 1:1 meetings to be arranged with all PP students to ensure a career plan</p> <p>Assemblies and guidance on careers and further education</p> <p>(see careers website)</p> <p>Continue to provide opportunities for all students (and therefore PP students) including careers fairs, careers interviews, work experience (including virtual) and shadowing.</p> <p>Visits arranged to colleges and universities to raise aspirations for students and allow them to understand post 16 requirements.</p> <p>Careers links embedded into the curriculum.</p>	<p>Stem learning: Careers talks and lessons, including outside speakers, have been seen to indicate a long lasting employment impact, reinforcing the importance of careers awareness in schools.</p> <p>The research concludes that being taught about career opportunities in school, as well as meeting employers, had a “meaningful and statistically significant impact on later earnings”.</p> <p>Support from staff minimises the risk of PP students becoming NEETS post-16.</p>	<p>Discussions with parents at Meet the SLT events</p> <p>Student voice</p> <p>Careers meetings and monitoring of post 16 choices</p>	<p>PCH/ HoDs/AHO /SWI/LEL/ PGTs</p>	<p>Twice yearly</p>

Engagement, attendance and attitudes improve to allow students to achieve greater success at school	Staff champions across a range of departments with a focus on PP students and how to ensure they make good progress – this includes our sports mentors and coaches.				Ongoing
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### iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased attendance rates for pupils eligible for PP.	<p>First calling in the mornings for PP students to allow parental contact and encourage increased attendance</p> <p>Trips organised to interest and motivate students to attend school</p> <p>Attendance officer has an integral role in the school identifying persistent absentees, forming connections with SLO and directing year teams to meet with and implement strategies for persistent absentees.</p> <p>Increased pastoral capacity with a focus on inclusion and attendance.</p>	<p>PP students generally have lower attendance than non-PP</p> <p>DfE research: At KS4, pupils with no absence are 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20% of KS4 lessons.</p> <p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across</p>	<p>PP students identified as a sub group on attendance reports – gaps discussed and addressed</p> <p>Improved attendance data, records of attendance meetings. Development and evaluation of tracking system.</p> <p>Progress tutors embed attendance discussions into weekly timetable.</p> <p>Daily reports for unexplained absences sent to progress tutors.</p> <p>Robust process for attendance and punctuality including the use of fixed penalty notices under the guidance of the school liaison officer.</p>	SMO/DEM/ HoYs/SFU/N DR	Termly

	Door to door visits for PP students not attending prioritised.	all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).			
Mentoring of year 7 and 8 students by sixth formers for literacy, numeracy and general aspirations.	SLA co-ordinates mentors from to mentor lower school PP students weekly.	Developing aspiration and improving progress. Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school (EEF, 2022)	Training for staff and tutors is essential for success. It is crucial to allocate sufficient time to train both staff and tutors, to ensure training provides structure to the tutoring, and to identify and implement improvements as the programme progresses. Student evaluation.  Appointment of literacy lead.	SLE/ BKI	At the end of each mentoring cycle.
To ensure PP students are fairly represented at character education and extra curricular events.	Monitoring of rewards and recognition for PP students and ensuring that active efforts are made to ensure that they are represented across all areas of the school. SBO to develop character education strategy and SMSC grid. Character strengths to be linked to rewards.	PP students have further to travel to achieve success and should be noted in rewards where they may fall short due to PP status.	Tracking and monitoring of character strengths.  Engagement with extra-curricular events to be tracked and monitored.	SBO	Termly
Responding to the impact of COVID-19 on students' education and wellbeing.	Regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.  Providing technology and ensuring the elements of effective teaching are present—for example, clear	Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life. (EEF, 2022)	Student voice, improved attendance, improved attainment/progress, fewer negative reports on SIMS, increased character strengths awarded, fewer FTEs.  Monitoring of PP suspensions to ensure alternatives are found other than where unavoidable to ensure continuity of education.  MAC team support to support PP students with mental health.	SMO/intervention team/MAC team	Termly

	<p>explanations, scaffolding, practice and feedback— is more important than which form of technology is used. In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced.</p> <p>Focused pastoral support for PP students that supports with wellbeing e.g. anger management, self esteem, Lego Therapy, use of intervention room, social skills.</p>		<p>Enhanced attendance support including home visits.</p> <p>Engagement with homework and remote learning (if necessary)</p> <p>This includes the purchasing of software and provision of access to these resources online specifically to support PP students.</p>		
Fewer PP students have repeat FTEs	<p>Development of a response to FTEs that supports students in making effective and sustained behavioural changes.</p> <p>Inclusion team work focussed on reducing PP exclusion figures.</p> <p>Focused pastoral support for PP students that supports with wellbeing e.g. anger management, self-esteem, Lego Therapy, use of intervention room, social skills.</p>	PP students are overrepresented in FTE figures.	<p>Student voice, improved attendance, improved attainment/progress, fewer negative reports on SIMS, increased character strengths awarded, fewer FTEs.</p> <p>To ensure PP student involvement in these experiences.</p>	MCA/SMO/A SA	Termly

## 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
Gaps continue to narrow in all subjects term by term across the year	<p>Monitoring of PP students showing they are on track to achieve their end of year targets.</p> <p>Comparisons of PP and non-PP students showing that they are able to achieve grades inline with their peers.</p> <p>Where this gap has widened nationally to reduce this as much as possible. To less than 0.3 of a grade (2024 EOY target).</p>
Levels of attainment for mathematics and English improve	Year on year improvement in the grades achieved for PP students including the number achieving the highest grades (7+) in both subjects.
Students have clear ideas about post-16 study and understand the subject requirements for their post-16 goals	<p>Students have received one-to-one guidance through interview/meeting/mentoring and will have a clear pathway and goals</p> <p>To ensure that all PP students have additional access to support from external advisors in school to guide careers. Particularly where identified as at risk of NEET.</p>
Increased attendance rates for pupils eligible for PP	<p>Reduction in the number of persistent absentees among pupils eligible for PP to &lt;20%. Overall absence among pupils eligible for PP improves to be in line with other pupils.</p> <p>To continue to reduce the gap for PP students/ Non PP students for both attendance and PA.</p> <p>This includes attendance and tracking of attendance to intervention session after school.</p>
Pupil Premium students to engage with and attend extra-curricular clubs and activities, including trips on a local, national and international level	<p>Barriers to engagement and finance are reduced or eradicated by the school. To create a whole school tracker that evidences and records the outstanding provision offered and given to PP students.</p> <p>In year 11 ensuring no student is without revision materials.</p>



## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Reading recovery	myON and Accelerated Reader
Reading recovery	STAR Reader
Phonics KS3 catch up	Forward with Phonics
Homework and Revision KS4	Seneca Premium
Numeracy catch up	Hegarty Maths
Homework- KS3 English:	Educake
<b>Programme</b>	<b>Provider</b>
KS4 and KS5 Maths revision	MyMaths
KS4 Science revision	Educake
KS4 Science revision	Carousel
Touch typing – BBC Dance Mat	BBC Dance Mat
Dyslexia Training	Hodder
Phonics	Systematic Synthetic phonics
Writing	Write from the start