

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2023 - 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Allestree Woodlands School
Number of pupils in school	1196 (7-11) 1419 All
Proportion (%) of pupil premium eligible pupils	20.7% (7-11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024 <small>(Costings based on 2022-2023)</small>
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Governing Board
Pupil premium lead	Gemma Penny
Governor / Trustee lead	Krishna Bainham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£229,770
Recovery premium funding allocation this academic year	£74,859
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£304,629

Part A: Pupil premium strategy plan

Statement of intent

Our broad aim is to enable aspiration and achievement for all students by delivering a well-planned, knowledge rich curriculum underpinned by our CORE values which encourage courage, optimism, regard and endeavour.

For disadvantaged pupils, we appreciate that there can be barriers to accessing curriculum within the classroom and beyond. Our pupil premium strategy aims to mitigate the impact of such barriers by supporting additional provision, support, resources and opportunities.

In order to ensure the best learning and progress possible, we prioritise approaches that enable students to attend school well and be in lessons.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: analysis of attendance highlights Pupil Premium attendance as being consistently below that of their non-PP peers
2	Social, emotional and mental health: Pupil premium students are highly represented in records of negative behaviour, often resulting from social, emotional and mental health triggers and leading to escalation of behavioural incidents
3	Cultural Capital: access to key knowledge and wider opportunities to develop cultural capital are impacted on by access and financial constraints
4	Careers knowledge and aspiration: awareness and knowledge of a range of careers and educational / training pathways is limited meaning that aspirations are suppressed
5	Gaps in subject knowledge exacerbated by impact of pandemic. Reading: Y7&8 reading tests show that pupil premium students average reading scores are 5-10% lower than non-PP peers

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
<p>Improve attendance of disadvantaged students</p>	<p>Attendance of students entitled to free school meals is in line with or better than national averages in 2024</p> <p>Improved rates of progress resulting in a narrowing of the gap between PP and all others in P8/VA (PP P8>-0.2; gap <-0.4)</p>
<p>Improved outcomes for PP student in external examinations</p>	<p>PP P8>-0.2; gap <-0.4</p> <p>Match FFT20 goal of 80% of PP students securing at least grade 4 in the Basics</p> <p>Open bucket gap <-0.4</p>
<p>Improvement in attitudes of disadvantaged pupils to learning and behaviour in lessons and around site</p>	<p>Reduction in suspensions rate from 31% of PP in 2022 to 20% of PP in 2023; and PP suspensions to be in line with or better than National for all in 2024</p> <p>Reduction in negative behaviour points from 42% of negative points attributed to PP students in 2021 to 20% in 2023 and in line with whole school in 2024</p> <p>Improved ATL scores in line with all other students</p> <p>Increased achievement points in line with all other students (20% of point to PP)</p> <p>Improved rates of progress resulting in a narrowing of the gap between PP and all others in P8/VA</p> <p>Rates of home learning completion in line with all others / home learning detentions equal to or less than all other pupils</p>
<p>Improved access to enrichment and wider opportunities to develop social and cultural capital</p> <p>All educational visits (subject curriculum related) automatic 50% reduction</p>	<p>Cultural capital opportunities evident in lessons visits, work samples and student voice on curriculum implementation</p> <p>Excellent curriculum and teaching ensures that PP students acquire key knowledge and opportunities to explore the hinterland of subjects as evidenced in key assessments, subject reviews and faculty evaluation</p> <p>Tracking records of PP participation in enrichment trips and activities show at least</p>

	<p>20% of places filled by PP students in line with school population trends ; PP students are over represented in drama and music enrichment activities</p> <p>PASS survey shows increased levels of confidence about learning by PP students</p> <p>All KS3 forms undertake form time reading three times per week; PP students respond positively and can articulate understanding of ideas and issues covered by selected texts</p>
<p>Improved access to careers information, advice and guidance by specialist providers leading to raised aspiration</p>	<p>All Y10 and 11 PP students have personalised 121 meetings to access CEIAG from a specialist advisor</p> <p>EET and destinations data shows a range of pathways followed and zero NEET for PP students</p> <p>All KS3 PP students have at least one university visit and exposure to learning about level 3 apprenticeship routes; all KS4 PP students have a university visit outside Derby and exposure to learning about higher level apprenticeships</p>
<p>Improved reading ages and capability in terms of inferential and analytical reading skills; increased enjoyment of reading</p>	<p>PP students engaging with morning reading programme and reporting positively on the impact on reading and enjoyment</p> <p>Reading Age improvement is accelerated for PP students</p> <p>Gaps between PP and all others are reduced in terms of inferential and analytical reading</p> <p>All PP students with a reading age below chronological age are involved with an appropriate intervention; impact is tracked centrally and shows gains against reading age</p>

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: £33,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training and time allocated to ensure curriculum plans identify key knowledge for all pupils at each stage of learning and embed effective assessment and feedback to support learning</p> <p>£2000</p>	<p><i>In Why Knowledge Matters, influential scholar E. D. Hirsch, Jr., addresses critical issues in contemporary education reform and shows how cherished truisms about education and child development have led to unintended and negative consequences. Hirsch, author of The Knowledge Deficit, draws on recent findings in neuroscience and data from France to provide new evidence for the argument that a carefully planned, knowledge-based elementary curriculum is essential to providing the foundations for children's life success and ensuring equal opportunity for students of all backgrounds.</i></p> <p>E D Hirsch Jr <i>Why Knowledge Matters</i> https://searchworks.stanford.edu/view/11739285</p> <p><i>EEF Toolkit suggests that the provision of high-quality feedback can lead to an average of eight additional months' progress over the course of a year. Feedback can take a range of different forms, including written feedback in the form of marking, oral feedback and peer feedback, while a teacher may also choose to vary the frequency, timing, focus and tone.</i> https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p>	3
<p>Staff training on de-escalation, inclusion, restorative practice and the importance of strong relationships in classrooms to ensure students feel supported and challenged</p> <p>£1500</p>	<p><i>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.</i> <i>Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average.</i></p> <p><i>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</i> EEF Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p><i>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</i> EEF Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Mark Finnis <i>Restorative Practice</i> Paul Dix <i>When the Adults Change Everything Changes</i></p>	1,2
<p>Staff training / research to understand barriers affecting PP learning and achievement and successful strategies to</p>	<p><i>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</i> EEF Toolkit</p>	2,3

<p>address these barriers in classrooms</p> <p>£1000</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p><i>Whilst pupils eligible for the pupil premium are likely to have lower academic attainment compared to their more advantage peers, the assumption that poorer pupils have lower aspirations for their education and adult life is less clear.</i></p> <p><i>Studies in England suggest that different socioeconomic groups have similar levels of aspiration for their future outcomes and that differences in participation rates in higher education are largely driven by academic attainment. Given the broad range of attitudes, behaviours and beliefs surrounding aspirations in communities with higher rates of poverty, schools should avoid generalisations</i></p> <p><i>Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>Mark Finnis Restorative Practice</p>	
<p>Staff training on teaching of reading for inference and analysis across subjects</p> <p>£200</p> <p>Implementation of morning reading programme in tutor time Y7-10</p> <p>£2,500</p>	<p><i>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</i></p> <p><i>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.</i></p> <p>EEF Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_POSTER.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p>	<p>3,5</p>
<p>Enhanced provision for English and maths lessons to facilitate increased teacher / pupil ratio and small group interventions</p> <p>£25,000 (20% PP funded)</p>	<p><i>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations.</i></p> <p><i>Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption. Gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	<p>5</p>
<p>Ensuring PP students can access remote and home learning via Satchel One, Microsoft Teams and other online platforms</p> <p>£500</p>	<p><i>Pupils eligible for free school meals typically receive additional benefits from homework; gains are around 5+ months in secondary settings. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils</i></p> <p><i>Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision. Broader evidence suggests that homework should not be used as a punishment or penalty for poor performance.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>5</p>

*Note: *Roles shown in Targeted Academic Support also contribute to teaching but are only shown in one place on this form

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

Budgeted cost: £136,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of lead for academic intervention and support in KS3 and KS4</p> <p>£15,000</p>	<p><i>The average impact of the small group tuition is four additional months. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness</i></p> <p><i>For example, in reading, small group teaching can sometimes be more effective than either one to one or paired tuition. It may be that in these cases reading practice can be efficiently organised so that all the pupils stay fully engaged as each take their turn, such as in Guided Reading.</i></p> <p>EEF Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>3,5</p>
<p>Booster activities providing targeted interventions / recovery support at KS4</p> <p>£25,000 PP proportion</p>	<p><i>The average impact of the small group tuition is four additional months. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness</i></p> <p><i>For example, in reading, small group teaching can sometimes be more effective than either one to one or paired tuition. It may be that in these cases reading practice can be efficiently organised so that all the pupils stay fully engaged as each take their turn, such as in Guided Reading.</i></p> <p>EEF Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 2</p>
<p>Reading intervention programme for PP students whose reading age is below chronological age</p> <p>£10,000</p>	<p><i>The average impact of the small group tuition is four additional months. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness</i></p> <p><i>For example, in reading, small group teaching can sometimes be more effective than either one to one or paired tuition. It may be that in these cases reading practice can be efficiently organised so that all the pupils stay fully engaged as each take their turn, such as in Guided Reading.</i></p> <p>EEF Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_POSTER.pdf</p>	<p>5</p>
<p>121 and small group interventions to support catch up in maths and English in key stage 3</p> <p>£10,000 (40% PP)</p>	<p><i>The average impact of the small group tuition is four additional months. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness</i></p> <p><i>For example, in reading, small group teaching can sometimes be more effective than either one to one or paired tuition. It may be that in these cases reading practice can be efficiently organised so that all the pupils stay fully engaged as each take their turn, such as in Guided Reading.</i></p> <p>EEF Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>3,5</p>

Provision of study guides and additional revision materials for GCSE subjects £1200	Internal evidence shows that disadvantaged students are less likely to purchase study guides available to students for revision; student voice suggests that access to these materials increases self-belief and motivation to study in the run up to exams.	2,3
Assistant Headteachers and Heads of Year role to incorporate academic achievement and identify barriers and needs* 20% PPG £75,000	<p><i>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</i></p> <p><i>Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</i></p> <p>EEF Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1,2,3,4,5

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

Budgeted cost: £166,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer role in place with targeted support for PP families & EWO service 60% PPG Deputy Attendance Officer with PP focus brief appointed 60% PPG AHT attendance and safeguarding 20% PPG £50,000	<p>Pupils with no absence are 2.2 times more likely to achieve 5 or more GCSEs or equivalent at grades A*-C including English and mathematics and 4.7 times more likely to achieve the English Baccalaureate than pupils missing 10-15 per cent of KS4 sessions.</p> <p>https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p>	1,3
Appointment of Lead for Careers Education Information and Guidance with NC time and dedicated administrative support to implement offer 50% PPG £20,000	<p><i>Whilst pupils eligible for the pupil premium are likely to have lower academic attainment compared to their more advantage peers, the assumption that poorer pupils have lower aspirations for their education and adult life is less clear.</i></p> <p><i>Studies in England suggest that different socioeconomic groups have similar levels of aspiration for their future outcomes and that differences in participation rates in higher education are largely driven by academic attainment. Given the broad range of attitudes, behaviours and beliefs surrounding aspirations in communities with higher rates of poverty, schools should avoid generalisations</i></p> <p><i>Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	4
Provision of 121 careers education guidance for all Y10 and Y11 PP students 30% PPG	<p><i>Whilst pupils eligible for the pupil premium are likely to have lower academic attainment compared to their more advantage peers, the assumption that poorer pupils have lower aspirations for their education and adult life is less clear.</i></p> <p><i>Studies in England suggest that different socioeconomic groups have similar levels of aspiration for their future outcomes and that differences in participation rates in higher education are largely driven by academic attainment. Given the broad range of attitudes, behaviours and beliefs surrounding aspirations in communities with higher rates of poverty, schools should avoid generalisations</i></p>	4

<p>£5,000</p>	<p>Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	
<p>Appointment of Learning and Behaviour mentors to support targeted students</p> <p>50% PPG</p> <p>£35,000</p> <p>Appointment of pastoral support to intervene swiftly with vulnerable students</p> <p>40% PPG</p> <p>£25,000</p>	<p>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. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average.</p> <p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p>EEF Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</p> <p>EEF Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1,2</p>
<p>University visits for targeted pupils to broaden horizons and increase awareness of post 18 pathways</p> <p>£2,000</p>	<p>Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	<p>3,4</p>
<p>Subsidised places on educational trips / cultural capital visits with PP having priority offer</p> <p>£8,000</p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	<p>3</p>
<p>Arts Mark Award / Music peripatetic lessons for PP students</p> <p>£3000</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>3</p>
<p>Staff and student training in peer mentoring and mental health first aid to support wellbeing</p>	<p>The most common reason for exclusion is persistent disruptive behaviour. ... Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p>EEF Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes,</p>	<p>1,2</p>

<p>£500</p>	<p>SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. EEF Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>Uniform / kit and equipment provision to support attendance, inclusion and participation £3,000</p>	<p>While the percentage of children living in households in poverty after housing costs decreased during the lifetime of the NSBP, the absolute number of children increased (DWP, 2020 and Butler, 2020).</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/projects/NSBP-evaluation-report.pdf?v=1673348143</p>	<p>1,2</p>
<p>Breakfast Club staffing and food provision £15,000</p>	<p>Hunger and food insecurity for children is a significant and ongoing problem in the U.K. and the system for dealing with this is a patchwork across food banks, schools providing free school meals, and other forms of state support (Forsey, 2019). Universal Credit, which began to be introduced in 2013 in a phased rollout, introduced a waiting period for claiming benefits. While the percentage of children living in households in poverty after housing costs decreased during the lifetime of the NSBP, the absolute number of children increased (DWP, 2020 and Butler, 2020).</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/projects/NSBP-evaluation-report.pdf?v=1673348143</p>	<p>1</p>

Total budgeted cost: £ 336,400

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 - 2023 academic year.

KS4 attainment in the basics is up on pre pandemic figures: 48% of PP students achieved grade 4+ in English and maths in 2023 against 43% in 2019; similarly, 20% of PP students secured 5+ in the basics compared to 18% in 2019. The gap between PP and all others has widened however, from -0.64 to -0.86 as all others' achievement has accelerated more rapidly.

PP attendance improved to 85% (2022 83.5%) (FFT E6 85.3%); further improvement to 87% for first half term 2023/24.

Rate of suspensions for PP students dropped from 31% in 2021/22 to 20.4% in 2022/23.

Curriculum emphasises knowledge acquisition; this is strongly evident in lesson visits, books and student voice. PP students speak positively about their learning. The PASS survey findings showed increased confidence in learning: Confidence in learning showed second most significant increase between Feb 22 and July 23: 57% to 59.5% positive about their learning (in 22 57% was in the 30th percentile, 2023 has moved to the 40th percentile which is rated as positive compared national picture)

PP students are significantly over-represented in access to interventions to support learning and progress; 60% of KS4 PP pupils were targeted for intervention support in English, maths and science.

In 2022/23, Y7 PP students who were targeted for intervention made an average gain of 2.9 years compared with their peers who improved on average by 1.9 years; Switch on Reading pilot (86% PP) showed an average improvement of 25 months overall leading to this being rolled out from September 2023/24. Graduated response to reading is ensuring more PP students are picked up and receive intervention in 2023.

All PP students in KS4 had at least one meeting with an independent careers advisor; all students have had opportunities to engage personally with employers in mock interviews and CV workshops. 97.8% of the Y11 PP cohort said they feel the school provides good careers and next steps guidance. All Y11 PP students were offered an opportunity to visit Nottingham university; 81% uptake.

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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Mentoring support	Think for The Future

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Beyond the use of funding, a key area of development for us as a school in the past 2 years has been about awareness raising around PP as a key group and our internal analysis of the key indicators around this group. Analysis and reporting to senior leaders and the governing board have improved dramatically since 2019.

Our leadership of PP has also developed and is now overseen by the headteacher with key responsibility for target groups now embedded into the work of assistant head teachers and heads of year since September 2021.

As a school, we have committed to additional spend included in brackets in each section) to support