

Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Peacehaven Community School
Number of pupils in school	903
Proportion (%) of pupil premium eligible pupils	22.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 year plan (2025 - 2028)
Date this statement was published	16/12/25
Date on which it will be reviewed	16/12/26
Statement authorised by	Rachel Henocq Headteacher
Pupil premium lead	Josie Turner Assistant Headteacher
Governor / Trustee lead	Patricia Metham Chair of Governors

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£279,093.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 279,093.

Part A: Pupil Premium Strategy Plan

Statement of Intent

When creating our PP Strategy we recognise the importance of considering the context of the school and the subsequent challenges our disadvantaged students face. We have and will continue to use research conducted by the EEF and recognised literature (such as 'Addressing Educational Disadvantage' and 'A practical guide to the Pupil Premium' by Marc Rowland) to support decisions made around the usefulness and implementation of different strategies. We recognise that the challenges are varied, the issues are complex and there is no one size fits all.

At PCS, one of our whole school priorities is to raise the achievement of every young person, regardless of socio-economic background or individual characteristics, by providing an excellent education and improving both outcomes and attendance. Our aim is for all students to '**Aspire, Believe, Contribute and Achieve**' ensuring that inequality should not be a barrier to how students view their potential. We ensure all students experience success in a safe and inclusive environment. We place learning and a sense of belonging at the heart of everything we do. We have a core message for all our students - to **Aspire** to do their best, to **Believe** in themselves, to **Achieve** to their full potential and to **Contribute** to their community, involving themselves in different aspects of school life and gaining cultural capital. By preparing them for life post 16, we are equipping our young people with lifelong knowledge and skills.

The focus of our pupil premium strategy is to support all disadvantaged and double disadvantaged students to achieve positive outcomes, including those who are already high attainers. We will address the challenges faced by vulnerable students, such as those who are SEND, looked after, have a social worker, or are young carers. The activities outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

PCS uses well researched, evidence-based strategies that aim to improve the attainment of our disadvantaged pupils. Based on Sutton Trust research and the school's knowledge of its students, its community and what works best for our school, we place High Quality Teaching (HQT) at the heart of our approach.

This is proven to have the greatest impact on closing the attainment gap between disadvantaged and non-disadvantaged students and at the same time will benefit the non-disadvantaged students in our school. "Disproportionate impact" (Sutton Trust, 2011)

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The plan will draw upon research to inform practice and funding to fully support these students and build resilience. Our approach is responsive to the challenges and individual needs faced by our local community.

To ensure the plan is effective we will:

- *Focus heavily on developing the quality of teaching through focused CPD of teachers and learning assistants on areas such as disciplinary literacy, metacognition and self regulated learning and embedding formative assessment.*
- *Teach students academically, socially and emotionally, maintaining high expectations with High Quality Teaching to ensure students make expected progress and achieve outcomes which are at least in line with their prior attainment.*
- *Identify the gaps in students' knowledge and skills, diagnosing the main barriers so students do not fall behind.*
- *Encourage students to attend school regularly through identifying barriers and employing a variety of strategies.*
- *Promote positive engagement with parents/carers/family members so that all stakeholders have an investment in students' outcomes.*

Our staff are fully committed to making sure every one of our students get the education opportunities and outcomes they deserve.

Challenges

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

Challenge number	Detail of challenge
1	To provide an aspirational curriculum which supports Pupil Premium (PP) students and other vulnerable groups to engage in their learning using High Quality Teaching to deepen their knowledge, skills and understanding.
2	To increase rates of progress for PP students who make slower rates of progress than their non-PP peers in many subjects, including English, mathematics, and science.
3	To support students from disadvantaged backgrounds in their levels of literacy to ensure parity with their non-PP Peers.
4	To increase the number of school hours attended by PP students. Attendance at school is low for PP students compared to their non-PP peers. Attendance for students eligible for PP is below the whole school target for this identified group.

5 To reduce the potential of the number of PP students becoming NEET as this has increased nationally due to poor attendance, and the gap in social disadvantage has widened.

6 To encourage parental/carer engagement in all aspects of school life. 3

7	To support the increasing number of PP students who are struggling with SMHWB including safeguarding concerns
8	To ensure that all PP students have access to the same opportunities as non PP students to support their cultural capital
9	To ensure that all PP students have access to appropriate home learning resources to support home learning.

Intended Outcomes 2025 - 2026

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
1. Increase level of progress in literacy and reading for students eligible for PP in all years to ensure they can access the national curriculum and reach their end points.	Intervention records will show successful engagement with reading and literacy skills. All underachieving PP students in all year groups will have access to literacy and reading intervention and termly assessments.
2. Reduce the gap between reading age and chronological age for PP students in KS3 and KS4	100% of students who have a reading age of more than two years below their chronological age will receive tailored intervention.
3. To improve the rate of attainment for all PP Year 11 students	24/25 achieved 28.82 Target for 25/26 30.00 Target for 26/27 32.2 Target for 27/28 34.4 (inline with national average)
4. To increase the number of PP students achieving the 4+ and 5+ in English, Maths and Basic Measures	24/25 achieved 4+ basics 26% 5+ basics 12% Target for 25/26 4+ basics 30% 5+ basics 18% Target for 26/27 4+ basics 34% 5+ basics 22% Target for 27/28 4+ basics 39% 5+ basics 27%
5. To increase the number of PP students achieving the 4+ and 5+ in English	24/25 achieved 4+ basics 46% 5+ basics 30% Target for 25/26 4+ basics 49% 5+ basics 33% Target for 26/27 4+ basics 52% 5+ basics 36% Target for 27/28 4+ basics 55% 5+ basics 38%
6. To increase the number of PP students achieving the 4+ and 5+ in Maths Measures	24/25 achieved 4+ basics 30% 5+ basics 16% Target for 25/26 4+ basics 33% 5+ basics 19% Target for 26/27 4+ basics 36% 5+ basics 22% Target for 27/28 4+ basics 39% 5+ basics 25%

7. Attendance is in line or better than national average for disadvantaged students, particularly for those in receipt of FSM.	<ul style="list-style-type: none"> The number of persistent absentees (PA) (in particular those in receipt of FSM) among students eligible for PP will reduce. Overall attendance among students eligible for PP to improve (in particular those in receipt of FSM), working towards PP attendance being in line with non PP students and national average. Average PP and FSM attendance gap is closing compared to historical data.
8. Tailored intervention and supportive strategies are put in place for PP students which improves attainment as well as supporting their Social, Emotional, and Mental Wellbeing.	<ul style="list-style-type: none"> Evidence-based strategies are in place to ensure that students in KS4 are supported with the necessary interventions to ensure good SEMH Support is in place. Pupil premium funding is utilised effectively so that all PP students are given the support needed to make substantial progress by the end of the academic year. Personal guidance interviews with a qualified professional and internal support from identified school staff, allow students to make informed decisions about their future choices and opportunities available to them.

4

9. To improve the engagement of parents and carers in the learning process.	<ul style="list-style-type: none"> PP parents' attendance at parents' evenings and other targeted events will improve on a year on year basis as a result of providing both face-to-face and virtual parents' evening opportunities, supported through effective and increased liaison and communication from the school. Increased opportunities for parents to become involved in their child's learning such as parental workshops, information and options evenings. Attendance to parental workshops, information and option evenings are tracked and monitored to allow for further focussed parental communication and support.
10. To reduce the number of Yr11 students who become NEET (or maintain at 0%) by targeted CEIAG for Pupil Premium students.	<ul style="list-style-type: none"> External support from PCS Careers advisor planned to support PP students as a priority at the beginning of term 1 of yr 11. Early identification of potential NEET students are raised with YES (Youth Employability Service) to offer workshops and additional guidance for pupils. NEET team interventions are carefully monitored and tracked to ensure effectiveness of impact. Regular communication with ESCC is maintained to identify any future NEETs in order to offer further focus support. 0% PP are reported NEET in 2026.

Activity in this Academic Year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,1637.2

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ and retain an additional HLTA to support with literacy interventions	According to the EEF toolkit, as the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for students - resulting in approximately two months' additional progress for students, on average. A specialist HTLA will support this.	1, 2 and 3

Classroom strategies – seating plans, class profiles, feedback, use of keywords, questioning and assessment. Our targeted questioning, class profiles, seating plans and feedback strategies ensure that we prioritise bespoke strategies for our PP students which focus on improving outcomes for our assessment. PP students, emphasising the importance of resilience and independence. EEF has shown that feedback studies tend to show very high effects on learning.

	Research evidence about feedback was part of the rationale for assessment for learning (AfL). One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback. Our focus on reference to keywords and definitions every lesson aims to help extend student familiarity of key vocabulary. This is supported by the EEF Improving Literacy Guidance Report (2019), recommendation 2.	5
Access to technology.	Students' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. Digital technology can add up to +4 months progress (EEF, 2020). In 2021 EEF published guidance on how using digital technology can improve learning. They highlight that it can improve the impact of pupil practice as well as improving	1, 2,3 and 9

	access to modelling, explanation and feedback.	
Access to subject specific texts and resources.	<p>The evidence shows according to the EEF toolkit that the impact of homework, on average, is five months' additional progress. Therefore, having access to subject specific text books and other resources, including web-based resources will support attainment and progress.</p> <p>The provision of additional materials to support students with their revision will also aid further progression.</p>	1, 2 and 3

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

Budgeted cost: £83,727.9

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual pupil support.	<p>Evidence suggests that TA's can have a positive impact on academic achievement. Where teaching assistant impact is measured and student progress reviewed frequently, students' needs can be met to support progress in lessons.</p> <p>TA intervention can have limited impact if not targeted effectively and impact monitored (EEF).</p>	1, 2 and 3

Small group or one-to-one tuition course of a year (EEF). One to one and small group tuition are both effective interventions where it is targeted at students' specific needs. The average impact of approaches involving extending school time is approximately an additional three months' progress

	of a year. The school has successfully offered a range of out of school learning opportunities including opportunities to receive additional intervention and tuition before and after school as well as during school holidays. Prioritising attendance holiday sessions, together with targeted intervention for Y11 PP students is a proven strategy to support progress.	
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Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £83,727.9

Activity	Evidence that supports this approach	Challenge number(s) addressed
Working with families to improve attendance.	The services of the Local Authority have been used for six years. The importance of attendance for the whole school environment has increased. The Local Authority and the PCS attendance team meet parents, work with community staff and challenge poor attendance. All research indicates that low attendance is the single biggest factor preventing progress. Research from Sept 2022 demonstrates that up to 65% of the DA gaps in outcomes are due to the impact of poor or persistent attendance.	4,5, 6 and 7
Working with families to improve parental engagement.	International research has shown that parental engagement (of various kinds) has a positive impact on many indicators of student achievement. (Family School & Community Partnerships Bureau). This is also supported by the EEF Toolkit- parental engagement suggests +3 months progress.	5,,6 and 8
Aspirational exposure.	Although the Sutton Trust Toolkit suggests that aspirational interventions have little impact on educational achievement, we have, in school case studies, shown that raising our student's' aspirations incentivises them and therefore improves attainment. It has also shown that it improves confidence and resilience aligning with our core principles. Providing careers guidance that links to the GATSBY benchmarks will allow students to make links between subject content and career opportunities.	1, 2,3,5,6,8 and 9
Enrichment opportunities.	Research suggests that PP students accessing extra-curricular activities, trips and experiences promotes high aspirations about their future which leads to higher academic progress.	1, 2, 4, 5, 6 and 8
Uniform and equipment.	Many PP parents experience material poverty in terms of resources and equipment, so providing equipment and uniform allows PP students to fully access the curriculum and school community.	4,7 and 8

Whole school focus on improving attendance of PP students, in particular those in receipt of FSM.	The DFE published research in 2016 which found that the higher the absence rate across KS4, the lower the level of likely level of attainment at KS4. It also showed that students with no absence were more likely to achieve 5+ GCSE grades A*-C, including English and mathematics, than students who missed 15-20% of KS4 lessons.	4,6 and 7
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Total budgeted cost: £ 279,093.00

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes with success criteria 2024/25

This details the impact that our pupil premium activity had on students in the 2024 to 2025 academic year.

Intended outcome	Success criteria												
<p>Improved attendance for PP students</p> <p>Attendance: research</p> 	<p>Whole School PP Attendance</p> <p>Increase PP attendance (last year = 79%) by 12%. 23/24 Target figure 91%.</p> <p>This aim ensures we exceed the national benchmarks for PP students which is 85.4%</p>  <table border="1"> <thead> <tr> <th>Group</th> <th>Attendance (%)</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>90.1%</td> </tr> <tr> <td>7</td> <td>91.7%</td> </tr> <tr> <td>8</td> <td>90.3%</td> </tr> <tr> <td>9</td> <td>90.2%</td> </tr> <tr> <td>10</td> <td>88.2%</td> </tr> </tbody> </table>	Group	Attendance (%)	Overall	90.1%	7	91.7%	8	90.3%	9	90.2%	10	88.2%
Group	Attendance (%)												
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10	88.2%												
<p>Raise attendance for each year groups from previous years and keep overall attendance in line with the National PP benchmark.</p>	<p>Year Group PP Attendance</p> <p>Raise attendance by year groups from previous year 23/24 by 3%: Year 7 Target: 91.7%</p> <p>Year 7's (Last year = 85%) / Year 8 24/25 Target figure: 90% Year 8's (Last year = 72.22%) / Year 9 24/25 Target figure: 91.2% Year 9's (Last year = 85.17%) / Year 10 24/25 Target figure: 89.7% Year 10's (Last year = 75.7%) / Year 11 24/25 Target figure: 78.9%</p> <p>Raise attendance by year groups from previous year 23/24 by 3%:</p>												

<p>Reduce PP U-Codes from previous years</p> <p>Reduce the number of PP PA from previous years</p> <p>Reduce the PP suspension rates from previous years</p> <p>Improved PP parental engagement with school events</p>	<p>Year 7 Target: 94.45% Year 7's (Last year =85.0%) / Year 8 24/25 Target figure: 90% Year 8's (Last year = 72.22%) / Year 9 24/25 Target figure: 91.2% Year 9's (Last year =85.17%) / Year 10 24/25 Target figure: 89.7% Year 10's (Last year =74.96.2%) / Year 11 24/25 Target figure: 78.9%</p> <p>National benchmarks for PP 24/25: All PP students = 85.4% Year 7's = 89.0% Year 8's = 86.2% Year 9's = 84.5% Year 10's = 83.3% Year 11's = 82.9%</p>
	<p><u>PP U-Codes</u> A U-code is where a student is registered later than the first 30 minutes of a school day. At PCS this is after 9.10am. A U-code means you only achieve 50% attendance for that day in school, impacting the school's attendance measure. PP U-code 22/23 for PP 0.007% 23/24 Target U-codes for PP is 50% or lower.</p> <p><u>PP Persistent Absence (PA)</u> The number of students categorised as persistent absent (PA) at the end of 21/22 was 273 out of 874 (31.24%). From these 273 students, 137 are disadvantaged (PP) Meaning 50% of our persistently absent (PA) are PP. While PP only makes up 29% of our schools intake.</p> <p>Our aim in 24/25 is to reduce the number of persistent absentees (PA) among PP students from 50% to 40% or lower.</p> <p><u>PP Suspensions</u> Reduce the percentage of suspensions within the school that are PP students</p> <ul style="list-style-type: none"> - 2020/21 = 51% (23 out of 45) - 2021/22 = 43% (10 out of 23) - 2022/23= 52% (32 out of 61) - 2023/24= 65% (39 out of 60) <p>Our aim in 23/24 is to reduce PP suspensions further by 10% = a maximum of 15 PP suspensions.</p> <p><u>PP Parent Engagement</u> Increase the attendance of PP students' families to parent consultation evenings and engagement events</p>

	to < 80 %. 10

<p>To improve the rates of attainment for all PP Year 11 students.</p> <p>To increase the number of PP students achieving the 4+ and 5+ in English, Maths and Basic Measures.</p> <p>To increase the number of PP students achieving their target at 4+ and 5+ in English</p>	<p>PP Outcomes</p> <p>In 23/24 PP students achieved an average attainment of 2.82 (A8) and an average progress of -0.36 (P8).</p> <p>Our aspirational targets set on FFT20 for PP students 24/25 are an average attainment 8 of 4.01(A8) and an average progress 8 of +0.91. As a school we acknowledge that our PP students may not achieve this accumulative outcome. So we have structured our three year plan to close this attainment 8 gap. Setting our first step towards this goal by achieving an average attainment 8 score in the range of our mock results -0.91 (A8) and our FFT20 Target of 4.02 (A8).</p> <p>Our target in 24/25 is to improve on our target attainment by narrowing this gap and recovering the gap by the end of the three year strategy plan. Reduction in PP/Non PP gap and progress inline with targets.</p> <p>PP Basic Measures</p> <p>Gap between the PP and non-PP for the Basics measure at 4+ and 5+ to have reduced. Currently it is a 1.2% difference for 4+ (PP = 26.8%, Non-PP = 36.6%) and 0.9% difference for 5+ (PP = 12.5%, Non-PP = 37.5%).</p> <p>23/24 Target Basics 4+: 37.8%+ Achieved PP 12.5%</p> <p>23/24 Target Basics 5+: 17.6%+ Achieved PP 12.6%</p> <p>24/25 Target Basic 4+ 50% 24/25 Target Basic 5+24%</p> <p>Basics 4+ & 5+ DA 22/23 vs 23/24</p> <table border="1" data-bbox="558 1410 1046 1612"> <thead> <tr> <th></th> <th>% Exam 23/23 DA</th> <th>% Exam 23/24 DA</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Basics 4+</td> <td>11 (25.6%)</td> <td>15 (26.8%)</td> <td>+4 (+1.2%)</td> </tr> <tr> <td>English 4+</td> <td>17 (39.5%)</td> <td>21 (37.5%)</td> <td>+4 (-2%)</td> </tr> <tr> <td>Maths 4+</td> <td>13 (30.2%)</td> <td>20 (35.7%)</td> <td>+7 (+5.5%)</td> </tr> </tbody> </table> <table border="1" data-bbox="558 1612 1046 1803"> <thead> <tr> <th></th> <th>% Exam 23/23 DA</th> <th>% Exam 23/24 DA</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Basics 5+</td> <td>5 (11.6%)</td> <td>7 (12.5%)</td> <td>+2 (+0.9%)</td> </tr> <tr> <td>English 5+</td> <td>11 (25.6%)</td> <td>16 (28.6%)</td> <td>+5 (+3%)</td> </tr> <tr> <td>Maths 5+</td> <td>7 (16.3%)</td> <td>8 (14.3%)</td> <td>+1 (-2%)</td> </tr> </tbody> </table> <table border="1" data-bbox="1062 1432 1348 1754"> <thead> <tr> <th></th> <th>22/23</th> <th>23/24</th> </tr> </thead> <tbody> <tr> <td>4+ Basics</td> <td>41.7% No. 59</td> <td>36.8% No. 63</td> </tr> <tr> <td>4+ English</td> <td>38.4% No. 64</td> <td>34% No. 67</td> </tr> <tr> <td>4+ Maths</td> <td>40% No. 60</td> <td>32.8% No. 64</td> </tr> </tbody> </table> <p>DA Gap - Comparison</p> <p>Gap narrowed to DA students relative to cohort percentage (%).</p> <p>PP English</p> <p>Gap between the PP and non-PP for English at 4+ and 5+ has been reduced. Currently it is a 32.3% difference for 4+ (PP =</p>		% Exam 23/23 DA	% Exam 23/24 DA	Difference	Basics 4+	11 (25.6%)	15 (26.8%)	+4 (+1.2%)	English 4+	17 (39.5%)	21 (37.5%)	+4 (-2%)	Maths 4+	13 (30.2%)	20 (35.7%)	+7 (+5.5%)		% Exam 23/23 DA	% Exam 23/24 DA	Difference	Basics 5+	5 (11.6%)	7 (12.5%)	+2 (+0.9%)	English 5+	11 (25.6%)	16 (28.6%)	+5 (+3%)	Maths 5+	7 (16.3%)	8 (14.3%)	+1 (-2%)		22/23	23/24	4+ Basics	41.7% No. 59	36.8% No. 63	4+ English	38.4% No. 64	34% No. 67	4+ Maths	40% No. 60	32.8% No. 64
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To increase the number of PP students achieving their target at 4+ and 5+ in Maths

46.2%, Non-PP = 78.5%) and 39.1% difference for 5+ (PP = 21.1%, Non-PP = 60.3%).

22/23 Target English 4+: **46.3%+**

Achieved PP 39.5%

22/23 Target English 5+: **21.2%+**

Achieved PP 25.6%

23/24

DA	A8 Exam 22/23	A8 Exam 23/24	Difference
English	3.08	3.11	+0.03
Maths	2.58	2.80	+0.22

English Literature	No.	A8	P8
Yes	54	2.72	-0.78
No	123	4.32	+0.16
Whole Cohort	179	3.83	-0.13

English Language	No.	A8	P8
Yes	56	2.76	-0.82
No	123	4.42	+0.23
Whole Cohort	179	3.91	-0.09

24/25 Target English 4+: **64%**

24/25 Target English 5+: **65.3%**

PP Maths

Gap between the PP and non-PP for Maths at **4+** and **5+** has been reduced. Currently it is a **33.7% difference for 4+ (PP = 42.3%, Non-PP = 76%)** and **29.3% difference for 5+ (PP = 26.9%, Non-PP = 56.2%).**

<p>To improve literacy levels for all PP students who are currently behind their reading age to ensure they can access the national curriculum and achieve their end points.</p>	<p>22/23 Target Maths 4+: 42.4%+ Achieved PP 30.2% 22/23 Target Maths 5+: 27%+ Achieved PP 16.3% 23/24</p> <table border="1" data-bbox="553 473 1419 934"> <thead> <tr> <th>Maths</th><th>No.</th><th>A8</th><th>P8</th></tr> </thead> <tbody> <tr> <td>Yes</td><td>56</td><td>2.8</td><td>-0.4</td></tr> <tr> <td>No</td><td>123</td><td>4.23</td><td>+0.33</td></tr> <tr> <td>Whole Cohort</td><td>179</td><td>3.86</td><td>+0.18</td></tr> </tbody> </table> <p>24/25 Target Maths 4+: 50% 24/25 Target Maths 5+: 28%</p> <p><u>Bottom 20%</u></p> <p>Our bottom 20% of readers have been identified and all PP students starting 23/24 will take part in a bespoke Literacy intervention. Personalising intervention by identifying the specific literacy need using the York assessment of reading comprehension has been conducted</p> <ul style="list-style-type: none"> - NGRT & York assessment of reading comprehension tests will measure starting points for these students and re-testing through NGRT will provide impact data on intervention. - Led by Head of Literacy and supported by Head of English, SEND specialist, PP lead and Outcomes lead. <p><u>PP Reading Intervention Aims</u></p> <ul style="list-style-type: none"> - <i>The majority (90%) of PP students receiving intervention improve their reading age within the academic year</i> <ul style="list-style-type: none"> - <i>A significant proportion make more progress than time elapsed within the academic year and therefore close their reading gap</i> 	Maths	No.	A8	P8	Yes	56	2.8	-0.4	No	123	4.23	+0.33	Whole Cohort	179	3.86	+0.18
Maths	No.	A8	P8														
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<p>Reduce the gap between reading age and chronological age for PP students in KS3 and KS4.</p>	<p><i>Average improvement per PP student on Literacy Intervention</i></p> <ul style="list-style-type: none"> • <i>Current Year 8 = 27.4 months</i> • <i>Current Year 9 = 72.8 months</i> • <i>Current Year 10 = 50.1 months</i> • <i>Current Year 11 = 37.4 months</i> 																

To reduce the number of PP NEET learners	<u>PP NEET Learners</u>
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13

To improve the wellbeing of PP students both within and outside of school.	<p>In 23/24 two out of five NEET learners were PP. This means that 40% of NEET students were PP 23/24. The target is reduce this by 10% 24/25</p> <p><u>PP Wellbeing In/Outside of School</u></p> <p>All year 11 PP students have access to appropriate revision materials for all subjects.</p> <p>All year 11 PP students have IT access at home through utilising the DfE chromebook grant where necessary.</p> <p>All PP students are provided a cost cover for all trips available across the whole school. All trips link to the national curriculum. Linking with our promotion of cultural capital.</p> <p>All PP students have mock interviews with external employers.</p>
To raise cultural capital throughout all PP students within the school.	<p><u>PP Cultural Capital</u></p> <p>Improve access to activities that raise cultural capital throughout all PP students within the school. PP students are monitored and tracked in regards to cultural capital across the whole school and from here PP students are targeted first in terms of invitations to visits, trips and guest speakers.</p> <p>The whole cohort 22/23 of students are tracked by the careers team, careers lead and PP lead.</p> <p>22/23 Target is for 80% of our PP students to access cultural capital.</p> <p>22/23 72% of PP students achieved cultural capital.</p> <p>23/24 75% of PP students achieved cultural capital.</p>
To provide PP students with additional careers support.	<p><u>PP Careers</u></p> <p>PP students are tracked as a priority (ASPIRE teach and ESCC working with PCS Careers lead).</p> <p>External careers advisor for identified potential NEET students and a personalised careers action plan created. Currently 23 have been referred to the YES programme (Youth Employability Service programme). YES will support students up until the age of 21 to prevent them from becoming permanently NEET.</p> <p>students in this have one to one meetings with the PCS Careers team re: post 16 choices. PCS Careers team engagement with parents to provide additional support. 12/24 (50%) identified are PP</p>

Reflections on interventions and activities 2024-2025

This details how we spent our pupil premium **last academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 86,422

Activity	Evidence that supports this approach	Challenge number(s) addressed
HTLA staff in Maths Maths Tutor working with small groups.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)</p>	3
Quality First Teaching	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF guide to the Pupil Premium.</p>	1,2,3,5
Learning Support Assistants to be utilised effectively within lessons to support quality first teaching.	<p>Evidence suggests that TAs can have a positive impact on academic achievement. There is also evidence that working with TAs can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale and reduced stress. EEF Toolkit +1 month.</p> <p>Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020)</p> <p>TA's will have a focus on supporting the teacher, not the student. This has</p>	2, 3

	greater impact.	
Additional Year 11 Literacy and Numeracy timetabled lessons e.g. reading comprehension strategies.	EEF Toolkit - On average, reading comprehension approaches deliver an additional six months' progress.	2

15

Ensure all analysis includes filters for DA students. Early identification of vulnerable groups	Staff having knowledge of the individual needs of each student and can build up effective relationships promptly so they can adapt lessons and support accordingly.	3
Small group teacher - Year 7 and 8 access classes	Evidence shows that small group tuition is effective. EEF Toolkit +4 months	1,2,3,5
CPD sessions based on components of high quality teaching including literacy	EEF guide to improving literacy in secondary schools. Reading comprehension strategies = 6 months added (EEF)	2,3
Diagnostic assessment	EEF guidance report: EEF Toolkit - +6 months progress	2,3

Review and implement policy and provide CPD on Digital learning for home learning.

EEF guide to supporting school planning; A tiered approach to 2002-21 supports effective remote

learning and this builds upon our whole school strategy.

2,3

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

Budgeted cost: £ 121,121

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

Year 7 NRGT test & CATS	Teacher assessed SAT's.	are delivered over a shorter timespan:
Year 8 & 9 NGRT test	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF EEF Improving Literacy guidance report 16 2,3 2,3
Literacy intervention	Standardised tests Assessing and Monitoring	
Bespoke to specific gpa in students barriers to literacy.	Pupil Progress Education Endowment Foundation EEF	
Bottom 20% of schools reading ages that are DA students	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text,	
Swale Academies Trust implementation across the whole trust in response to	and this is particularly the case when interventions	

	(2019), recommendation 7, is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.	
York assessment of reading comprehension	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEE EEF Improving Literacy guidance report (2019), recommendation 7, is to provide quality literacy interventions and appropriate assessment tools to match students to relevant <u>interventions</u> .	2,3
Lexia (Access classes Y7-8) Bedrock learning - Year 7-9 + selected year 10 & 11	EEF Toolkit phonics +4 months. Improving students' literacy levels improves progress in all subjects. Bedrock learning is a programme with known success.	2,3 2,3,6

Literacy in PDI	<p>Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others. (The Reading Agency 2015).</p> <p>Beck identified three tiers of words, and 90% of words are only encountered in books. We need to ensure all pupils understand these Tier 2 words. Vocabulary is a significant predictor of attainment – by age 7 there is a 4000-word gap between lower class and middle class children. (Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018)</p> <p>EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction.</p>	2,3
After/Before school intervention for Year 11	<p>Evidence shows that small group tuition is effective. EEF Toolkit +4 months</p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	2,3,6

17

	EEF Improving Literacy guidance report (2019), recommendation 7, is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.	
Literacy and numeracy intervention for Year 11	Evidence shows that small group tuition is effective. EEF Toolkit +4 months	2,3

All staff follow the disadvantaged students. EEF teacher toolkit homework policy and utilise “Homework has a positive digital platforms across the impact on average (+ 5 school months), particularly with particularly with Additional Careers guidance Homework strategy from the pupils in secondary

schools".

supported when applying for 2,3,6 4,7 future opportunities

Disadvantaged students have lower aspirations and so need to be shown what is available to them and

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

Budgeted cost: £ 15,607

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Collation of strategies designed to promote attendance within PP students:</p> <p>1. Provide PP students with bespoke mentoring to provide support with attitudes towards school, attendance and behaviour</p> <p>2. Improve communication links with mentors to ensure regular communication with all students who are absent.</p> <p>3. First day phone calls continue.</p> <p>4. Targeted students with <u>booster cards</u>.</p>	<p>“Mentoring appears to have a positive impact on academic outcomes. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, are 1.3 times more likely to attend and behaviour.”</p> <p>EEF Teacher Toolkit Mentoring.</p> <p>The Department for Education (DfE) published research in 2016 which</p>	<p>found that:</p> <ul style="list-style-type: none">• The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4• Pupils with no absence such as attitudes to school, are 1.3 times more likely to achieve level 4 or above and 3.1 times <p>18 1,5</p>
<p>5. Key students allocated to specific stakeholders</p> <p>6. Certificates for positive attendance</p> <p>7. Analysis of attendance against covid to ensure valid measures</p> <p>8. Letter runs to parents</p> <p>9. PL's meet with targeted parents</p>	<p>more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</p> <ul style="list-style-type: none">• Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons	

<p>Continuation of PCS Boys Network to improve behaviour, attendance and outcomes of select Year 11 PP boys.</p>	<p>The forgotten: how White working-class pupils have been let down, and how to change it. (Parliament.uk, June 2021) found that while White British pupils are less likely to be FSM-eligible than pupils from ethnic minorities, FSM-eligible White British pupils as a whole are the largest disadvantaged ethnic group.</p> <p>EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to a purposeful learning environment.</p> <p>EEF Supporting Behaviour in Schools Guidance</p> <p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons 	<p>1,2,3,4,5,7</p>
<p>DA Parent/Student Enrichment sessions - To improve attendance</p>	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 	<p>1,7</p>

	<ul style="list-style-type: none"> Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons <p>“Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour.”</p> <p>Behaviour interventions strategy from the EEF teacher toolkit.</p> <p>Embedding principles of good practice set out in DfE’s Improving School Attendance advice.</p>	
Monitoring.Intervening with DA U-Codes	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons <p>“Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour.”</p>	1

	Behaviour interventions strategy from the EEF teacher toolkit.	
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20

	Embedding principles of good practice set out in DfE's Improving School Attendance advice.	
Uniform/ School Travel / Attendance / Equipment / Trips /	Disadvantaged students should be able to access off site educational experiences	4,7
Breakfast club	Breakfast is very important and linked to increased attention and wellbeing.	1,2,3,5
Revision materials KS4	Disadvantaged are more likely to be unable to access revision materials for all of their subjects.	6
Laptop/chromebook loans	Disadvantaged are more likely to be unable to access revision materials for all of their subjects. Digital technology can add up to 4+ months progress (EEF, 2020).	6
In school counsellor	EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk) The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). EEF Toolkit Social and Emotional Learning +4 months	5

Total budgeted cost: £ 240,340