

Pupil premium strategy statement – 2024-2025, 25-26, 26-27

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	St Mary's Catholic College
Number of pupils in school	1000 (current pupils on roll 1038) (excluding sixth form)
Proportion (%) of pupil premium eligible pupils	45.6% (456) Current pupil premium recipient on roll 46.4% (482)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	24-25, 25-26, 26-27
Date this statement was published	December 2024
Date on which it will be reviewed	February 2025
Statement authorised by	Mr K Maddocks
Pupil premium lead	Mr A Hampson
Governor / Trustee lead	Charles Donnelly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£478,800
Recovery premium funding allocation this academic year	£N/A - Funding for the recovery premium grant finished at the end of the 2023 to 2024 academic year.
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	£478,800

Part A: Pupil premium strategy plan

Statement of intent

Our approach to ensuring that our disadvantaged pupils achieve well in College is one that is based on focused support, evidenced by the needs of the pupils, as well as the growing body of educational research around this issue (for example recommendations of the Sutton Trust Toolkit, EEF guidance). The reality of our approach is to try to replicate some of the advantages held by non-disadvantaged pupils whose attainment at St Mary's College is greater than our disadvantaged pupils as a whole. Access lies at the heart of our school and our disadvantaged pupil educational philosophy. In all that we do, we ensure that every pupil has the opportunity to engage with our curriculum, removing any barriers and creating opportunities for excellence and fulfilment. We always maintain Quality First Teaching and ensure that our disadvantaged pupils have access to high quality adult support through targeted intervention programmes and reading and communication opportunities .

We want our pupils to experience 'fullness of life', where the sort of person that they become is of paramount importance. At St Mary's our vision is simple, if we work together we will succeed together. Our mission is to develop individual excellence through embracing opportunities and building communities with Gospel values at the heart of everything we do. We encourage our pupils and staff to grow as individuals and to serve their world. Through our Inspire programme we specifically developed the skills that allow our pupils to live our values of Respect, Courage, Pride, Compassion and Determination .

We are aspirational for all our pupils and our knowledge-rich curriculum is based around ensuring that all pupils experience a curriculum that enables them to achieve. We recognise that this curriculum is responsive and allows timely opportunities throughout the year for the curriculum to be reviewed. Pupils will only be able to apply their learning and demonstrate this success if they acquire a deep knowledge and understanding across their curriculum that enables them to apply and present what they know and are able to do.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Attendance of all pupils is lower than the national average: Improving attendance of our DP pupils is a key challenge.</u></p> <p>Many of our DP students face additional barriers to attending school and accessing the curriculum and learning. This reduces their learning time and widens knowledge gaps, leading to them making less than expected progress. Attendance rate for DP pupils (as an overall cohort) is below the target of 97% for 'all' pupils. Ensuring that DP attendance is in line with NDP attendance, will have the greatest impact on pupil outcomes as they access and to our ambitious curriculum. Working with parents to support this is a key area of focus.</p>
2	<p><u>Outcomes for all pupils are lower than the national average. Improving attainment and progress for our DP pupils is a challenge, particularly for Higher Prior Achieving Pupils</u></p> <p>There remains a gap in attainment, particularly for higher-achieving disadvantaged pupils who are underperforming relative to their potential. Research has found that disadvantaged pupils have been worst affected by partial school closures lower down in their education journey, resulting in educational gaps in knowledge and skills. Outcomes and progress of DP pupils have been significantly adversely affected. Our challenge is to overcome this deficit, in order to equip our DP with the skills and knowledge to achieve well and access the next stage in their educational journey</p>
3	<p><u>Significant numbers of pupils arrive from KS2 with lower than expected reading ages. Improving reading comprehension of our DP Pupils, who arrive well below national average, is a challenge.</u></p> <p>Pupils arrive to St Mary's below their chronological reading and average expected stanine. This hinders access to the curriculum, their progress/attainment and life chances after leaving education (see reading/literacy strategy). Our challenge is to overcome this reading deficit in order to improve the outcomes and progress of DP across the subject range through whole school reading strategies and targeted interventions.</p>

4	<p><u>Improving the quality of teaching and pedagogical choices for our DP pupils to ensure accelerated progress is a key challenge.</u></p> <p>Poor Attitudes to Learning: Lack of motivation, resilience, and engagement in learning are prevalent issues, particularly among disadvantaged students, affecting their academic progress. Therefore, Improving the quality of teaching, learning and assessment is imperative for disadvantaged pupils. All teachers have the agency and ability to adapt their pedagogy in support of individual pupils. We must also ensure that all leaders should use data to forensically focus on closing the gap for disadvantaged pupils.</p>
5	<p><u>A lack of enrichment opportunities and meaningful extra curricular experiences limit the aspirations and destinations of our learners: Broadening horizons and aspirations for Disadvantaged pupils remains a challenge.</u></p> <p>Many disadvantaged young people and children, such as children in care or those who are disadvantaged financially, have reported poorer mental health and wellbeing including anxiety and loneliness. The cost of living crisis and local economic climate and postcodes contribute to this. Our challenge is to support our disadvantaged pupils who have experienced MHWB concerns as of this. We also must ensure that DP students are offered opportunities to take part in wider enrichment/extracurricular opportunities and increase pupils' confidence, resilience and knowledge so that they can keep themselves healthy, physically and mentally and have a positive impact on their social and emotional development. Overcoming the barriers around finance and pupils anxiety are key factors</p>

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><u>Attendance of all pupils is lower than the national average: Improving attendance of our DP pupils is a key challenge.</u></p>	<p>Ensuring that PP attendance is in line with NPP attendance, and that FSM attendance improves will have the greatest impact on pupil outcomes. This will ensure that disadvantaged pupils are able to experience the same consistent access and support to an ambitious curriculum without gaps in their knowledge exacerbating existing disadvantage. Our intended outcome is to bring attendance and PA percentage in line with the national average.</p>	<ul style="list-style-type: none"> → Sustain year on year improvements in attendance for disadvantaged students. <ul style="list-style-type: none"> → Reduce PA for disadvantaged. → Reduce lateness to school and lessons by at least 25% (year on year). → Reduction in lost learning time for disadvantaged students and improved outcomes as a result. → Reduce the number of suspensions for disadvantaged students by at least 25%. → Improved number of disadvantaged pupils receiving positives and rewards each term. → Reduction in the number of lowest ATL's being issued to disadvantaged students. → Disadvantaged girls to close the gap to the rest of the school by at least 50% from 2024 for all subgroups and year groups. → DP parents/carers engage with pastoral teams. → DP are aware and are able to self-regulate attendance. → Teachers/pastoral teams do not have to follow absenteeism as DP attend regularly.

<p><u>Outcomes for all pupils are lower than the national average. Improving attainment and progress for our DP pupils is a challenge, particularly for Higher Prior Achieving Pupils</u></p>	<p>Data is used to provide targeted support for pupils. Ensuring all pupils make progress at least in line with their peers nationally.</p> <p>Data is analysed on a regular basis and discussed with measurable actions and interventions put in place</p> <p>AIM meetings are timely and consistent - work sampling, lesson visits and subject reviews evidence responsive teaching through QFT.</p>	<ul style="list-style-type: none"> → Disadvantaged students will move closer to the national figure of 47% achieving a standard pass in English and Maths and achieve at least 33% from 22% in 2024 → Disadvantaged students will move closer to the national figure of 28% achieving a strong pass in English and Maths and achieve at least 14% from 3% in 2024 → QA evidence supports quality work for DA pupils across all subjects / internal data to include mock data etc.
<p><u>Significant numbers of pupils arrive from KS2 with lower than expected reading ages. Improving reading comprehension of our DP Pupils, who arrive well below national average, is a challenge.</u></p>	<p>Without the ability to read fluently at an age-appropriate level, it is impossible for pupils to access the taught curriculum. Therefore, it is an essential part of our overall strategy to rapidly identify and support any PP pupil with a reading deficit on entry in Y7. Reading Data is used to provide targeted reading support for pupils. Ensuring that all pupils make progress at least in line with their peers nationally.</p>	<ul style="list-style-type: none"> → Pupils can read fluently with comprehension as measured by the NGRT. → Teacher and pupil voice shows that pupils read frequently and with engagement and enjoyment. <ul style="list-style-type: none"> → Improved Reading Levels: Pupils, particularly those in Key Stage 3, will show significant improvement in stanine / SAS, with a focus on building fluency and comprehension.
<p><u>Improving the quality of teaching and pedagogical choices for our DP pupils to ensure accelerated progress is a key challenge.</u></p>	<p>Raise Attainment Across Key Stages: Disadvantaged pupils, particularly higher achievers, will see measurable improvements in their academic performance, leading to higher attainment at GCSE.</p>	<ul style="list-style-type: none"> → DP pupils gap closed particularly for PP HPA. → Regular reviews of the PP strategy in line with QA and data cycles.

<p>A lack of enrichment opportunities and meaningful extra curricular experiences limit the aspirations and destinations of our learners: <u>Broadening horizons and aspirations</u> for Disadvantaged pupils remains a challenge.</p>	<p>Pupils' confidence, resilience and knowledge increases so that they can keep themselves healthy physically and mentally.</p>	<ul style="list-style-type: none"> → Sustain year on year improvements in the number of disadvantaged pupils engaging in our extracurricular offer. → Increase the number of Disadvantaged pupils taking part in an extracurricular activity by 10%. → Increase the number of SEND pupils taking part in an extracurricular activity by 10%. → All departments to have links with external providers. <p>T</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)

Activity	Time/Budget	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> → Reading across the whole curriculum - disciplinary literacy. → Regular use of NGRT followed by supported analysis; CPD around NGRT → CPD for subject leaders to lead within subject areas: time. → Reading Champion to support reading across the whole curriculum. → The Literacy Company to train staff on prosody, disciplinary literacy and reading strategies 	<p>NGRT/RR training - 4 hours all teachers</p> <p>10 HODs x 2 hours.</p> <p>Reading Champion full cost</p>	<p>EEF - guidance report for developing literacy. EEF - guide to pupil premium. EEF – Teaching and Learning Toolkit. Benefits of NGRT.</p>	<p>3</p>

<p>→ QLA analysis for DA groups based on mock outcomes followed by increased subject time in English and Maths.</p>	<p>6 hours fortnight deputy headteachers</p>	<ul style="list-style-type: none"> • Pixl insights • EEF - Effective approaches to teaching Maths 	<p>1</p>
<p>→ Use of action research projects to develop strategies to support disadvantaged learners, evidence available to make appropriate decisions.</p>	<p>All Teaching staff x 3 hours</p>	<ul style="list-style-type: none"> • Pixl insights 	<p>1,2</p>
<p>→ Purchase of Eden 51 to support targeted teaching of DP pupils</p>	<p>Eden 51 cost £2000</p>		<p>1,2</p>

<p>→ Homework and Revision Expectations for Year 7-10, period 6 developed and launched with staff, parents and pupils.</p>	<p>1 x all staff x 1 hour 1 x all hods x 20 hours</p>	<ul style="list-style-type: none"> • EEF - Homework • EEF - Extended school time 	<p>1</p>
<p>→ CPD developing curriculum and pedagogy. → Ensure that key staff (<i>SLT/ELT/middle leaders</i>) are familiar with the research</p>	<p>All teachers x equivalent 3 days Director of research - 1 day per week</p>	<p>EEF - guide to pupil premium. EEF – Teaching and Learning Toolkit.</p>	<p>1, 2, 3 & 5</p>

evidence available to make appropriate decisions including EFA			
<ul style="list-style-type: none"> → Data is used in a sophisticated way to inform teachers of the effectiveness of their own teaching and its impact on pupil learning. → Ongoing CPD led by LPs on curriculum assessment. → Middle leader coaching and support to ensure incremental progression through the curriculum is maintained. → QFT addresses gaps in learning. → Bespoke intervention programme. → EFA group/steering group. 	<p>All teachers x 6 hours</p> <p>16 hours HOD, 16 Hours SLT for line management and QA.</p>	<p>EEF - Effective professional development -guidance report.</p> <p>EEF – Teaching and Learning Toolkit.</p>	2 & 4

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

Activity	Time/Budget	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading</p> <ul style="list-style-type: none"> → Reciprocal reading ; staff training on the development of reading skills. → Buy texts across the key stages/curriculum areas. → Investment in the school library. 	<p>Reading champion full cost.(Taken above)</p> <p>Library resources. £5000</p>	<p>GL Assessments.</p> <p>FFT Literacy - Reciprocal reading.</p> <p>EEF - Teaching and Learning Toolkit. Reading comprehension strategies.</p>	<p>3</p>

<p>Employ a reading academic Mentor</p> <ul style="list-style-type: none"> → Employ an EAL and language acquisition mentor → Phonics Programme-read Write Inc → Orrets Meadow outreach reading and phonics support → Learning Islands Program to support EAI students 	<p>Lesson =1 x teacher 16 hours per week</p> <p>Academic Mentor cost</p> <p>EAL tutor</p> <p>Phonics Program cost £2400</p> <p>£2000</p> <p>£400</p>		
<ul style="list-style-type: none"> → Timely AIM meetings to identify pupils who require additional support. → Data is used effectively to ensure that gaps in knowledge are acknowledged and addressed in the short term to enable pupil progress to be maximised through 1-1 meetings and dept time. 	<p>1x SENDCO, 1 x HOD, 2 x P&A Coach x 30 hours.</p> <p>1 x HOD, 1 x Senior leader x 30 hours.</p>	<p>EEF - guide to pupil premium.</p> <p>Putting evidence to work: A school's guide to implementation. Gathering and interpreting data to identify priorities.</p>	<p>1, 2 & 4</p>
<ul style="list-style-type: none"> → Focused support and intervention programme for Yr11, English and Maths EBacc 	<p>Approx. 8 teachers x 1.5 hours per week (Inspire Intervention).</p> <p>Approx. 6 teachers 1 hours per week after school.</p> <p>TLR for English Leader-English Support/intervention</p> <p>Revision books-Eng/Maths/Science/Re</p> <p>£8000</p>	<p>EEF - Teaching and Learning Toolkit.</p>	<p>2 & 4</p>

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

Activity	Time/Budget	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance</p> <ul style="list-style-type: none"> → P and A coaches to analyse PA data to identify barriers to attendance. → Ongoing engagement with students using a PP attendance officer. → Senior leader attendance role → Staff training on the importance of DP attendance. → Mini Bus driver to pick up students → Learning coaches meet with DP. → Pupil voice. → Attendance is celebrated and valued by all stakeholders. 	<p>5 hours per week term time P and A coaches x5 (Attendance support)</p> <p>36 hours per week - term time (Pupil Premium Attendance Officer).</p> <p>SLT attendance role - 1 day per week</p> <p>Attendance Mini Bus driver</p> <p>5 hours per week term time - P&A coach.</p>	<p>EEF - Working with parents to support children's learning guidance report.</p> <p>DfE – Improving school attendance guidance.</p> <p>EEF – Teaching and Learning Toolkit.</p>	<p>1</p>

<p>Healthy Living</p> <p>→ Inspire curriculum, DT curriculum (food), RSHE & PSHE. Healthy Lifestyle days.</p> <p>→ Work with external agencies to improve pupils' wellbeing</p> <p>→ Focussed Healthy lifestyles days</p>	<p>Food costs.</p> <p>External visitors cost</p> <p>Outside speakers (first aider speakers, year 8 provider) 16 days' supply</p> <p>AAHT x 1.5 hours per week.</p>	<p>Fair Society, Healthy Lives - Marmot report.</p> <p>DfE Promoting children young people's mental health and wellbeing - a whole school and College approach.</p>	<p>5</p>
<p>→ Building a culture of positive behaviour and rewards with disadvantaged students</p>	<p>1 x senior leader x 6 hours 1 x all staff x 1 hour</p>	<ul style="list-style-type: none"> ● Pixl insights ● EEF Improving Behaviour guidance report 	<p>2</p>
<p>→ Developing a culture of self efficacy with disadvantaged students-HFCMAT ATL Project - Learning habits aligned to attitude to learning</p>	<p>2 x senior leaders x 6 hours All staff x 2 hours</p>	<ul style="list-style-type: none"> ● Pixl Insights 	<p>2</p>
<p>→ Building a culture of belonging and responsibility using a coaching model</p>	<p>6 x senior leaders x 26 hours 5 x teachers x 1 hour per fortnight</p>	<ul style="list-style-type: none"> ● Pixl Insights ● EEF Improving Behaviour recommendations 	<p>2</p>
<p>→ Building a culture of positive behaviour with disadvantaged students, Trauma informed training and positive coaching cards</p>	<p>4 x ESLT x 1 day each</p>	<ul style="list-style-type: none"> ● Pixl insights ● EEF Improving Behaviour guidance report ● EEF Improving Behaviour recommendations 	<p>2</p>
<p>→ Summer School for year 6 into 7 pupils to aid smooth transition, improving behaviour and wellbeing</p>	<p>1 x slt x 50 hours 4 x Hod x 50 hours 10 x staff x 50 hours 10 x sixth form x 50 hours</p>	<ul style="list-style-type: none"> ● Anna Freud - transition toolkit. ● UCL - School transition research study. 	<p>2 & 3</p>

<p>physical and mental wellbeing.</p> <ul style="list-style-type: none"> → A range of further projects and initiatives supporting a systematic programme of extracurricular learning. Extra curricular sport / enrichment programme(i.e. performing arts, Faith in Action). → College-wide commitment to outdoor adventure learning - primarily DofE Award Programme. → Enhanced support for pupils (AIM / GAS meetings). → The Scholars Programme – access to Higher Education, and tutorials. Challenging courses on subjects beyond the curriculum. Developing key skills – for example critical thinking. 	<p>5 PE teachers x 5 hours per week. 1 school chaplain x 1 hour per week.</p> <p>DofE TLR responsibility points.</p> <p>SEND Leader 4 x 2 hours, 4 Teachers x 2 hours.</p> <p>Scholars Programme Officer/Tutor.</p>	<p>EEF - Teaching and Learning Toolkit.</p> <p>Benefits of DofE.</p> <p>Covid-19mentalhealthandwellbeingsurveillance report - children and young people.</p> <p>The Brilliant Club</p>	
---	---	--	--

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 **2023 to 2024 academic year**.

<p>Data is used to provide targeted reading support for pupils. Ensuring that all pupils make progress at least in line with their peers nationally.</p>	<p>→ Pupils can read fluently with comprehension as measured by the NGRT.</p> <p>→ Teacher and pupil voice shows that pupils read frequently and with engagement and enjoyment.</p>	<p>Year 7: Pupils made expected progress to 94.9</p> <p>Year 8 PP students are now at above national at 100.2 improving from 93 on entry</p> <p>Year 9: PP students are at above national 101.3 from 93.3 on entry</p> <p>Year 10 Year 10 PP students have moved 9 points to 99.2, very close to national from 90 on entry</p>
Intended outcome	Success criteria	Review
<p>All leaders are forensically focused on closing the GAP of disadvantaged pupils.</p>	<p>→ DP pupils gap closed particularly for PP HPA males.</p> <p>→ Regular reviews of the PP strategy in line with QA and data cycles.</p> <p>→ AIM Review.</p>	<p>Raising achievement plan used to identify individual intervention plans for all DP pupils.</p> <p>Data of DP pupils reviewed after each round of mocks exams on a subject by subject basis and looked forensically at the gap between DP and non DP pupils.</p> <p>HOD's had subject specific raising achievement plans with a DP focus.</p>

<p>Data is used to provide targeted support for pupils. Ensuring all pupils make progress at least in line with their peers nationally.</p> <p>Data is analysed on a regular basis and discussed.</p> <p>AIM meetings are timely and consistent - work sampling, lesson visits and subject reviews evidence responsive teaching through QFT.</p>	<ul style="list-style-type: none"> → AHT overseeing attainment and progress of DP. → Focused support and intervention programme for Yr11, English and Maths EBacc. → Curriculum leaders are aware of the skills and talents of their team to enable good practice to be shared, and students who are showing signs of being at risk are identified quickly → Areas of development are identified in team members' subject knowledge and behaviour management (SL/AHT). → SENCO/AHT/Tutor teams and HOLs maximise pupil potential in year groups and tutor groups. 	<p>-ERG meetings introduced to provide College wide welfare and academic support to vulnerable groups.</p> <p>The academic and pastoral response was monitored, making recommendations as necessary.</p> <p>College wide planning forum provided to reduce further impact on the education and welfare of our students and to support the identification and closing of gaps.</p> <p>The impact of operational activities discussed and planed accordingly RAP plans introduced</p> <p>Timely AIM meetings set up</p> <p>One Page overview documents introduced and used by departments -Staff survey conducted auditing skills</p>
<p>To develop pupils' confidence, resilience and knowledge so that they can keep themselves healthy physically and mentally.</p>	<ul style="list-style-type: none"> → Student voice. → Engagement in extracurricular activities. → Improved attendance. → Improved wellbeing. → Correct pathways accessed. 	<p>Our bespoke Inspire programme is expansive and teaches pupils how to be safe, encourages them to lead healthy lives and how to identify healthy and safe relationships through a thematic curriculum in all key stages. It is designed to be diverse, modern and engaging.</p> <p>The programme has been specifically designed for our particular cohort, our students come from a range of socio-economic backgrounds including areas of relative affluence and extreme poverty and deprivation. Our aim is for all children to express themselves, unleash their creativity and to be inspired by their own boundless capacity for personal growth.</p> <p>The development of students wellbeing and our extracurricular activities offer has been a continued focus of our 3 year strategic plan. The Inspire Programme has created opportunities for students to understand how best to</p>

		<p>look after their own mental health and wellbeing – this has been a systematic process throughout the year. Here, creating opportunities to help develop our students' confidence, resilience and their knowledge on how they can keep themselves healthy, both physically and mentally. There has been an increased attendance at parents' information evenings and coffee mornings on mental health and wellbeing. Here providing advice and support to parents/carers on how to best support their child in terms of their wellbeing. There has been continued work this year with key external organisations, such as 'Action for Children' to have a targeted based provision through programmes such as 'Bouncing Back' and the 'Blues Programme'. These sessions focused on tackling early signs of teenage anxiety and depression, with a particular focus on working with year 9 students, including DP students.</p> <p>Our Inspire opportunities offer; encourages students in all years groups to take part in new challenges but to also identify their talents and potential, pursuing this through specific activities. A key focus within all activities has been to build self- confidence, develop character and demonstrate how to improve and apply our core values.</p> <p>All students completed an inspire opportunities questionnaire at the start of the year - this informed our extracurricular offer and experience week for DP students. The design of our experience week ensured that all DP students were given the opportunity to take part in a range of activities which they had never experienced before. For example, year 7 students getting the opportunity to fly a kite or year 9 students visiting Chester.</p> <p>Once again, an increased range of extracurricular activities and trips have been on offer this year; attendance rates were greater with DP during lunchtimes. This academic year there has been a 3.5% increase in engagement from DP in extracurricular activities.</p>
--	--	--

<p>To bring attendance and PA percentage in line with the national average.</p>	<ul style="list-style-type: none"> → First day's response is effective. → Form tutors proactively implement the St Mary's attendance policy "Attend Today Achieve Tomorrow", prioritising DP. → DP parents/carers engage with pastoral teams. → DP are aware and are able to self-regulate attendance. → Teachers/pastoral teams do not have to follow absenteeism as DP attend regularly. 	<p>Attendance remains a key priority for the school as it is below the national average and a gap still exists between DP and non DP's. Despite this there has been some positive impact from the strategies attempted - Attendance impact summary</p> <p>A revised attendance plan will be created after the School evaluation cycle in preparation for 2024/25. This will be refined following a review of impact and after consultation with external partners.</p>
---	---	--

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
NGRT Reading Test	GL Assessment
CAT4	GL Assessment

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?	Careers appointment/extra support from P and A coaches.
What was the impact of that spending on service pupil premium eligible pupils?	This extra support has helped students with their next steps and supporting their wellbeing and progress.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- working in partnership with other schools in the HFCMAT.

The Deputy Head Teacher with responsibility for PP Strategy is part of the Cradle to Career Group and works closely with other local schools

. • embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

• We are utilising support from our MAT and SEN providers and Alternative Provision, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged. Our Inclusion Leader works closely with a range of agencies to support vulnerable families, many of whom are disadvantaged.

Planning, implementation, and evaluation -In planning our pupil premium strategy, we evaluated where the creation of new roles could have the most impact. We appointed additional staff in literacy, SEND and careers to take a lead role in achieving inclusion for our most vulnerable and disadvantaged pupils.

We triangulated evidence from multiple sources of data including assessments, students' attitudes towards learning, parental, student and teachers' feedback in order to identify the challenges faced by disadvantaged pupils.

We reviewed reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at several studies about the impact of the pandemic on disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.