

# Pupil Premium and Recovery Premium Strategy Statement

## School overview

Detail	Data
School name:	The Arthur Terry School
Number of pupils in school	
1	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	Nov 2024
Date on which it will be reviewed	Sep 2027
Statement authorised by	
Pupil premium lead	Daniel Whitehouse
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178,500
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£178500

## Part A: Pupil premium strategy plan

### Statement of intent

*At Arthur Terry School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. We want to support all our students in achieving our core aims; to be proud, be kind, and be ready. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to us in helping them to reach their full potential and continue to narrow the gap.*

- The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.*
- Continue with our whole school approach of vulnerable mindset in which all staff have vulnerable students at the forefront of their thinking and decision making and take responsibility for disadvantaged pupils' outcomes, raising expectations of what they can achieve.*
- Essential to the success of closing the gap is being able to accurately identify students and intervene as appropriate. Our detailed provision mapping ensures that we know our students exceptionally well.*
- To operate research and evidence-based approach when selecting appropriate interventions and strategies.*
- This will be achieved by following the Education Endowment Foundations clear and precise plan, in line with the 3-part model; with 50% directed at quality-first Teaching; 25% on small group or individual support; and 25% on wider school approaches. Although there are key strands to supporting vulnerable learners, our individual mapping ensures that we can offer support to each and every student depending on their specific barrier.*

## Challenges

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

Challenge number	Detail of challenge
1	To ensure that <b>attendance rates</b> for disadvantaged students are in line with non-disadvantaged students and that swift interventions occur when attendance rates drop prioritising our disadvantaged students first.
2	Through our vulnerable mindset ethos we will continue to <b>raise awareness of DA students</b> and the individual challenges they face including mapping of provision and recording of any impact. We know who our students are however we need to 'get beneath the label' to ensure an individual approach is implemented to support each student overcome their own barriers. Crucial to this is all staff having timely and up to date access to this information and key strategies.
3	Continue to embed <b>quality-first teaching</b> strategies, metacognition, and a culture of high aspirations to <b>narrow the gap</b> between disadvantaged and non-disadvantaged students particularly for those achieving 5+ in both English and Maths, P8 and A8 (Based on 2019 figures) <ul style="list-style-type: none"> <li>- Internal QA and our recent Ofsted inspections have shown that there is some variation between the standard, both academically and in terms of organisation and presentation, of students who are disadvantaged and other students.</li> <li>- Disadvantaged students at Arthur Terry often enter at the start of KS3 with lower literacy outcomes than other students, (based on KS2 attainment and NGRT testing) and require interventions to ensure that they make comparable progress.</li> </ul>
4	To continue to support the <b>well-being and resilience</b> of all our students. We are seeing increased levels of social and emotional issues for our pupils, this is presenting itself through increased incidents of panic attacks, general anxiety, low self-esteem, and lacking resilience. We know that these challenges particularly affect pupils from a disadvantaged background. This is driven by a large combination of factors, including, but not limited to concern about lost learning and future exams. <ul style="list-style-type: none"> <li>- Some students identified (via student voice) that they didn't know how to revise, construct a revision timetable, access revision materials, or build resilience in assessments.</li> <li>- Some students identified that they found it challenging to attempt exams and needed support to build their resilience.</li> </ul> Staff trained in Emotion Coaching strategies to de-escalate situations and try to get the best out of students to support them to deal with situations and make informed and wise choices. Wider strategies implemented to support students in these areas also, including peer-mentoring programmes.
5	To support all students in having appropriate <b>access to resources</b> , within curriculum areas, the wider school, or external agencies including equal access to school visits and engagement with enrichment activities. We know that throughout lockdown pupils from disadvantaged backgrounds faced a lack of enrichment opportunities that were available.
6	To support <b>Parental Engagement</b> to ensure strong relationships are fostered between school and parents/carers by removing barriers which may limit parental engagement.

## 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.

Challenge	Intended outcome	Success criteria
1	<p>Increased attendance rates for disadvantaged students, bringing disadvantaged students in line with non- disadvantaged.</p> <p>Measured through: Attendance data</p>	<ul style="list-style-type: none"> <li>- Gap in attendance rates continues to close between disadvantaged students and non- disadvantaged.</li> <li>- In keeping with our vulnerable mindset ethos, DA students alongside other key demographics are prioritised at all levels of intervention.</li> <li>- Attendance Tracker and StudyBugs enables staff to track DA students more easily so bespoke interventions can be implemented and logged where appropriate.</li> </ul>
2	<p>Through our vulnerable mindset ethos we will continue to raise awareness of DA students and the individual challenges they face including mapping of provision and recording of any impact.</p>	<ul style="list-style-type: none"> <li>- Vulnerable Mindset approach is seen in all aspects of school life.</li> <li>- To have clear oversight of the PP demographic within year groups and the provision they are accessing.</li> <li>- PP students identified on classroom seating plans and form part of decision making when conducting short feedback loops.</li> <li>- Pupil Passports accessible for all staff.</li> </ul>
3	<p>To build on and develop the current work around quality-first teaching strategies, metacognition, aspirational targets and aspirational setting to narrow the gap as demonstrated by 2027 external results when compared with the external data of 2024.</p>	<ul style="list-style-type: none"> <li>- DA students to achieve in line with their Non-DA peers in the 2027 examinations.</li> <li>- Increase in the number of DA students achieving 5+ in Maths, English cross over.</li> <li>- Quality-first teaching strategies are widely implemented.</li> <li>- Metacognition strategies are widely implemented</li> <li>- Explicit exam, recall and resilience techniques used through all subject areas to drive up student confidence self-esteem and results.</li> </ul>

		<ul style="list-style-type: none"> <li>- Continue to increase the number of disadvantaged students meeting the sixth form entry requirements from existing Y11 DA students.</li> <li>- DA students are placed in appropriate subject groupings.</li> <li>- DA students are identified and have access to academic peer mentoring.</li> <li>- DA students are identified and have access to intervention e.g. Lexonics to support literacy progress</li> </ul>
4	<p>Bespoke support provided to support the well-being of all our students from, form tutors, progress leads, student support, PSHE provision, and external agencies.</p>	<ul style="list-style-type: none"> <li>- All pupils have access to support in line with their level of need. Using our Vulnerable Mindset approach.</li> <li>- Emotional coaching strategies used by all staff to support all students but especially those who are classed as vulnerable.</li> <li>- Participation with external agencies where an appropriate need has been identified.</li> <li>- Waves of Intervention used in a timely manner to support vulnerable students.</li> </ul>
5	<p>Financial barriers do not restrict attendance at trips, visits, and clubs for disadvantaged students to support engagement of and access to wider school experiences.</p> <p>DA students prioritised for careers support through the (RONI approach)</p> <p>Measured through: Tracking of music lessons, DofE, trips and visits, extra-curricular clubs, RONI spreadsheet (Careers)</p>	<ul style="list-style-type: none"> <li>- Increased opportunities and attendance rates at extra-curricular clubs, trips, visits, and enrichment provision.</li> <li>- Leading to greater possibilities to further promote their social mobility.</li> <li>- Students participate in student voice activities to influence school life.</li> <li>- Students receive high quality careers provision.</li> </ul>
6	<p>Improved positive parental engagement with school.</p> <p>Ensure that parents/carers are informed of their child's progress and feel empowered to support their child with their academic studies outside the school setting.</p> <p>Improved outcomes of disadvantaged students through parental engagement.</p>	<ul style="list-style-type: none"> <li>- Tracking of attendance to parents evening, bespoke phone calls to encourage appointments are booked.</li> <li>- Parental Information Evenings</li> <li>- Tracking of access to Go4Schools to support with monitoring of praise and behaviour.</li> </ul>

## 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: £89,696.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>What:</b> <i><u>The Challenge – Focus 1 + 2: Know our Students and Feedback</u></i></p> <p><b>How:</b></p> <ul style="list-style-type: none"> <li>- Staff briefings, The Challenge CPD and Department meetings to be used to learn the theory and rehearse the actions steps identified under the umbrella of 'Know our Students' e.g. Seating Plans, Short Feedback Loops, Positive Relationships, Scaffolding and more.</li> <li>- Line Management meetings and Joint Core Leader/Leadership Group meetings used to review department actions plans to ensuring all leaders are making this a priority.</li> <li>- Supported by senior leaders, department leaders are to place Know our Students at the centre of their QA plans for the first part of The Challenge.</li> <li>- Bespoke support given to staff who need it, to successfully implement the action steps.</li> <li>-</li> </ul>	<p>This is based on the techniques and the step-by-step guides from Tom Sherrington's 'Teacher Walkthrus'. Staff have access to carefully selected Walkthrus that support our 'Know our Students' focus. Each Walkthru has 5 steps, which breaks down each technique. For example, the effective use of seating plans: <a href="https://sites.google.com/view/walkthrus/what/behaviour-relationships/seating-plans">https://sites.google.com/view/walkthrus/what/behaviour-relationships/seating-plans</a></p> <p>The EEF toolkit reinforces such approaches in their learning and teaching toolkit. For example, live feedback, especially verbal feedback, has a significant impact on pupil progress at a low cost to schools.</p> <p>Staff training and CPD focuses on how best to use these strategies and classroom assessment data to boost the progress of disadvantaged students. Staff choose action steps that are most suitable for their development and the classes they teach, and these are reviewed through Challenge Group Sessions.</p>	<p>3,2</p>

<p><b>What:</b> Improved consistency in the delivery of the 'Learning Essentials' and the 'Core' T&amp;L strategies that have been identified. These include: cold calling, scaffolding, teach to the top, say it again better, show call and short feedback loops. These strategies, along with the other core strategies, will ensure that our most disadvantaged students can make progress. DA students are prioritised within the 'Vulnerable Mindset' approach, to ensure that T&amp;L strategies are used to target the specific needs of the individual student. DA students may also have intervention first, for example during short feedback loops, where the priority is to ensure that DA students can access the work set.</p> <p><b>How:</b></p> <ul style="list-style-type: none"> <li>- Leaders to use Quality Assurance to identify gaps in staff knowledge and performance.</li> <li>- Staff briefings, The Challenge CPD and Department meetings to be used to learn the theory and rehearse the actions steps.</li> <li>- Line Management Meetings and Joint Core Leader/Leadership Group meetings used to review department actions plans to ensuring all leaders are making this a priority.</li> </ul> <p>Bespoke support given to staff who need it to successfully implement the action step</p>	<p>The biggest impact on student progress is ensuring the quality of teaching is strong and consistency over time will have an impact.</p> <p>This is based on the techniques and the step-by-step guides from Tom Sherrington's 'Teacher Walkthrus'. Staff have access to carefully selected Walkthrus that support our Learning Essentials focus. Each Walkthru has 5 steps, which breaks down each technique. For example, scaffolding: <a href="https://sites.google.com/view/walkthrus/what/explaining-modelling/scaffolding?authuser=0">https://sites.google.com/view/walkthrus/what/explaining-modelling/scaffolding?authuser=0</a></p> <p>The learning essentials are drawn from research and the structure is developed from the TEEP learning cycle.</p>	3,2
<p><b>What:</b> <u>Getting below the label of each student and really understanding what the barriers to learning could be and how to support them best.</u></p> <p><b>How:</b></p>	<p>Marc Rowland highlights that 'successful schools are thorough in their monitoring of every pupil and thorough knowledge of every child'.</p>	1,2,3,4,5

<ul style="list-style-type: none"> <li>- Using Edukey provision mapping software to create a live learning plan for each DA student.</li> <li>- Form tutors and PLs to meet with the student and complete an interview to discuss barriers to learning.</li> <li>- CAT4 data and strategies for supporting the student best will also be shared on the document.</li> </ul>		
<p><b>What:</b> <u>Marking and feedback to focus on disadvantaged pupils.</u></p> <p><b>How:</b></p> <ul style="list-style-type: none"> <li>- DA students are highlighted on seating plans and will form part of staff decision making when conducting Short Feedback Loops. Laps have been mapped out to provide feedback to DA students at an appropriate stage of the lesson.</li> <li>- After assessments students use upgrade activities to address misconceptions. This provides timely feedback and opportunity to make improvements. Staff ensure that DA students act upon feedback given and complete upgrade tasks by checking compliance during upgrade activities.</li> <li>- Development of know/show charts at KS3 provides a framework for staff to use to provide high quality feedback.</li> <li>- Staff use strategies such as ‘Selective Marking’ to provide more opportunities for high quality feedback across the course of an academic year. This supports DA students, where it is identified that feedback is one of the biggest levers for improvement.</li> </ul>	<p>High-quality feedback first to Disadvantaged pupils. EEF toolkit outlines clearly that one of the biggest impacts in terms of months of progress comes from the quality of feedback provided by the class teacher. Ensuring that DA students work is not affected by marking fatigue.</p>	<p>3,2</p>



<p><b>What:</b> <i>School improvement team</i></p> <p><b>How:</b> Focus on disadvantaged students, following our 2022 Ofsted visit. DA will be a focus of SIP visits throughout the year.</p>	<p>The school improvement partner (SIP) programme aims to provide school leaders with challenge and support from people who have demonstrable skills and experience in school improvement, and who understand the realities of school leadership (Department for education and skills)</p>	<p>1,2,3,4,5</p>
<p><b>What:</b> <i>Improving the consistency with which staff use metacognition and self-regulation principals within teaching and learning. Leading to an improvement of how students think metacognitively.</i></p> <p><b>How:</b></p> <ul style="list-style-type: none"> <li>- Staff induction to be reformed to put a larger focus on the 'Arthur Terry Way' and the 'Effective Learning Habits' with explicit instructions on how this should be implemented in the 'teacher talk'.</li> <li>- Curriculum and assessment to be reviewed to ensure that shared resources and assessment materials include activities that allow students to reflect on their progress and develop metacognitive strategies.</li> <li>- Quality Assurance plans to include a review of the metacognition strategies.</li> <li>- Assemblies, daily briefings and tutor activities to raise the profile and understanding of metacognition through the Arthur Terry Way. Students need to be aware and be able to articulate why metacognitive thought is vital and important to their progress.</li> <li>- Assessment and Progress exam preparation programme in form time for all students: tutors deliver one session a week. Focus on Grit, resilience, different revision techniques, revision</li> </ul>	<p>The EEF toolkit indicates metacognition and self-regulation approaches is high (+7 months additional progress). There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future.</p>	<p>3,2</p>

<p>schedule advice. Universal support but aim to plug any gaps at home re. Advice over revision and growth mindset.</p>		
<p><b>What:</b> <u>NGRT to test students reading abilities</u></p> <p><b>How:</b></p> <ul style="list-style-type: none"> <li>- Results for disadvantaged learners will be added to their individual passports alongside identified strategies to support these students.</li> <li>- DA students with low scores identified and intervention put in place, for example Lexonics, Paired Reading.</li> <li>- Wider school CPD reflect the trends from the results.</li> </ul>	<p>Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step in developing an effective pupil premium strategy. This will involve diagnostic assessment of academic challenges, but also take account of wider challenges, such as attendance. (EEF)</p>	<p>3, 2</p>
<p><b>What:</b> <u>Developing leaders capacity and expertise to lead in the development of quality-first teaching.</u></p> <p><b>How:</b></p> <ul style="list-style-type: none"> <li>- New NPQ programmes – staff will be identified and supported to complete the new NPQ programmes on ‘leading teaching’.</li> <li>- Middle Leaders and senior leaders to be given increased time to plan and work together on implementing identified strategies. Line management structure to be used to coach and develop middle leaders so that they prioritise DA and make evidence based informed action plans.</li> <li>- Reformed QA procedures that more directly focus on this action plan ensuring that analysis of DA student’s work and progress is the number one priority.</li> </ul>	<p>Having high-quality school leadership is vital in improving standards in schools everywhere. We know that the quality of school leadership is one of the most powerful determinants of student outcomes, second only to the quality of teaching. Effective instructional leadership – leadership which improves the quality of classroom teaching and ensures resources are directed at issues which impact pupil outcomes – is a smart way to invest funding as the improvement of a smaller group – leaders – has an impact on a much larger group – teachers. (<a href="http://www.educationdevelopmenttrust.com">www.educationdevelopmenttrust.com</a>)</p>	<p>3,2</p>

<ul style="list-style-type: none"> <li>- Review and reformation of systems and processes to ensure DA students are considered first. I.e. Data analysis templates – ensuring DA is always the first category staff engage with.</li> </ul>		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £45,160.5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>What:</b></p> <p><b>How</b></p> <ul style="list-style-type: none"> <li>- Recruitment of Year 7 and Year 8 DA leads to advocate for Year 7 and 8 DA students, provide strategies to the wider teaching body.</li> <li>- Year 7 DA Lead to support the implementation of the The Brilliant Club</li> <li>- Year 7 DA Lead to ensure that Pupil Passports for all incoming DA students are completed in a timely manner.</li> <li>- Year 8 DA Lead to oversee the implementation of Buddy Up</li> </ul>	<p>EEF – Mentoring:</p> <ol style="list-style-type: none"> <li>1. The impact of mentoring varies but, on average, it is likely to have a positive impact on attainment.</li> <li>2. Both community-based and school-based approaches can be successful.</li> <li>3. Programmes which have a clear structure and expectations, provide training and support for mentors, and recruit mentors who are volunteers, are associated with more successful outcomes.</li> </ol>	<p>2,4,5</p>
<p><b>What:</b></p> <p>Improvement of numeracy and literacy skills.</p> <p><b>How:</b></p> <ul style="list-style-type: none"> <li>- Additional Maths and English groups from Year 7-11.</li> </ul>	<p>Poor literacy and maths skills are barriers to achievement.</p> <p>Closing this gap and boosting students’ skill in these areas are vital. Small group tuition has an average impact of four months additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. (EEF)</p>	<p>3,2</p>

<ul style="list-style-type: none"> <li>- Launch and implementation of Lexonic advance and leap program to boost literacy skills for key students.</li> <li>- Implementation of Academic Peer Mentoring with a focus on Maths and English</li> <li>- Implementation of a new Paired Reading strategy</li> <li>- Implementation of Tutor Time reading sessions on a weekly basis</li> </ul>		
<p><b>What:</b> <i>Students equipped for all aspects of the curriculum.</i></p> <p><b>How:</b></p> <ul style="list-style-type: none"> <li>- Purchasing revision guides.</li> <li>- Art materials</li> <li>- Ingredients</li> <li>- Funding compulsory visits for subject areas, e.g. fieldwork, theatre visits.</li> <li>- Ensuring that DA students are making best use of their iPads as a tool to support learning, particularly at home. For example, for revision in lead up to assessment series.</li> </ul>	<p>Where students cannot engage with the curriculum through lack of equipment/attire they less likely to achieve in these subjects.</p>	<p>3,5,4</p>
<p><b>What:</b> <i>Targeted tuition provided to support PP students in catch up to ensure that COVID does not widen the gap.</i></p> <p><b>How:</b> Bedrock vocabulary subscription EduCake Lexonic Leap Sparx Maths</p>	<p>While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed learning. Schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected. (GOV, Catch up Premium)</p>	<p>3</p>

<p><b>What:</b> <u>Targeted interventions for DA examination students.</u></p> <p><b>How: -</b></p> <ul style="list-style-type: none"> <li>- English and Maths cross over students identified and targeted intervention in place.</li> <li>- Extra intervention session for underachievers in each subject area.</li> <li>- Cross over students attend weekly tutor sessions for Eng/math</li> <li>- DA crossover students invited to Saturday schools</li> <li>- Tutor time intervention strategy now supported by 6<sup>th</sup> form academic mentors, providing 1-to-1 in-class support for DA students</li> </ul>	<p>While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed learning. Schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected. (GOV, Catch up Premium)</p>	<p>3</p>

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

Budgeted cost: £43,643.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>What:</b> <i><u>To improve the attendance rates for DA students.</u></i></p> <p><b>How:</b></p> <ul style="list-style-type: none"> <li>- Use of StudyBugs, the Attendance Tracker and the DA Broadsheet help to report and track attendance patterns, with a focus on DA students to key stake holders to ensure timely interventions take place.</li> <li>- Waves of Intervention document is used to support with these interventions.</li> <li>- A refined escalation process has been implemented which starts with pastoral support from tutors, PLs and KSLs, followed by intervention from the attendance team and external agencies where needed, e.g. Early Help</li> <li>- Attendance tracker has a clear focus on DA students which highlights intervention steps and reviewed on a half termly basis by PLs / SEN and KSL.</li> <li>- Wider strategies to improve experience of school are used, such as peer mentoring.</li> <li>- The Arthur Terry Way is used as a vehicle to build a culture of community and belonging for students. It is also used to promote key messages around attendance.</li> <li>- Home visits and safe and well checks are utilised when needed</li> </ul>	<p>EEF - <i>Schools should adopt a rigorous approach to identifying needs rather than relying on hunches or justifying a decision that's already been made. It is, therefore, important to build a rich picture of pupil needs by gathering and reflecting on a wide range of data and generating credible interpretations of that data. Take time to reflect on what might be causing the problem. When interpreting data, triangulate evidence from different sources and avoid setting out to confirm misconceptions.</i></p> <p><i>Communicate carefully to avoid stigmatising, blaming, or discouraging parents. Focus on building parents' efficacy – that they are equal partners and can make a difference.</i></p> <p><i>To create an environment that is genuinely positive and supportive for all pupils, without exception, school leaders and teachers should seek to understand the activities and interactions driving pupil development in each 'microsystem' within the school – the classes that pupils attend as well as the corridors and outside areas.</i></p>	<p>1</p>

<p><b>What:</b> <u>Implementation of Peer Mentoring Strategy</u></p> <p><b>How:</b></p> <ul style="list-style-type: none"> <li>- Create the following peer mentor groups, where 6<sup>th</sup> form students support DA students in all year groups: Academic Mentoring, Paired Reading, Hello Monday, Buddy Up</li> <li>- The Groups consist of both holistic and academic mentoring and are carefully sequenced to follow the student pathway through education e.g. academic mentoring in Y10-11.</li> <li>- Mentor groups led by designated members of staff, who set the direction of the group and provide training to the mentors to ensure high-quality intervention</li> </ul>	<p>EEF: Peer tutoring, on average, has a positive impact on both the tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in schools. Training for staff and tutors is essential for success.</p> <p>Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approx. Five additional months' progress within one academic year. Lower attaining pupils tend to benefit more (+6 months)</p>	
<p><b>What:</b> <u>Student Support Services holistic support.</u></p> <p><b>How:</b></p> <ul style="list-style-type: none"> <li>- Requests for support from Student Support Services (SSS) are made by pastoral teams (tutors, PLs, Key Stage lead).</li> <li>- Students are also able to request an appointment.</li> <li>- Each year group has a dedicated SSS member of staff attached to the year group</li> <li>- Students on SSS caseload are reviewed each half term in relation to appointment schedule and DA: non-DA ratio.</li> </ul>	<p>Schools should adopt a more holistic outlook when deciding how to spend the pupil premium. The survey data and analysis of pupil premium strategies show that many schools focus largely on teaching and learning initiatives. This is despite many of the key barriers to attainment identified by schools in the pupil premium strategies requiring more pastoral attention. (National governance association).</p> <p>Emotion coaching approach (Gottman – helping students become more aware of their emotions, being able to 'sit' with negative emotions in a healthy way and manage feelings. Approach involves validating emotional experience, setting boundaries where needed and problem-solving with student to support development of more effective behavioural responses). Growth mindset approach to learning modelled (Dweck – focus on learning as a journey,</p>	1,4,6

<ul style="list-style-type: none"> <li>- SSS support pastoral teams in meeting parents, referrals to external agencies. Intervention support focused on Emotion coaching, growth mindset and the Arthur Terry Way habits.</li> <li>- Half term review of DA students with attendance team, tutor, PL and Key Stage lead. 'Team around the child' meeting to discuss support offered and next steps.</li> <li>-</li> </ul>	<p>mistakes part of learning process). Reflect whole school Arthur Terry Learner approach. Supporting students to manage nervousness surrounding assessment and time management.</p> <p>'They focus on providing targeted support for under-performing students during curriculum time (as well as providing learning support outside school hours). They seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide both individual support for pupils that have very specific learning needs'. <i>DfE. Supporting the attainment of disadvantaged pupils Briefing for school leaders November 2015</i></p>	
<p><b>What:</b> <u><i>Financing enrichment opportunities for students to ensure they are not further disadvantaged.</i></u></p> <p><b>How:</b></p> <ul style="list-style-type: none"> <li>- Trips</li> <li>- Music lessons</li> <li>- Sporting events</li> <li>- Supporting students in applications for student leadership</li> </ul>	<p>Against the odds, social mobility commission report June 21, states that teachers demonstrated their belief that (lack of) cultural capital is a key causal factor in the progress gap. Enhance educational and social experiences linked to the school enriching cultural capital. Childrens University has been introduced to ensure students are rewarded and recognised for their extra-curricular activities inside and outside of school. Pupil Premium students are given discounted rates for trips. Lunches are provided for students on trips.</p>	5,6
<p><b>What:</b> <u><i>Enhanced carers provision, through our independent career's expert and wider careers team.</i></u></p> <p><b>How:</b></p>	<p>Raise aspirations through CIAG - Careers programme across all years raise aspirations.</p>	5,6



<ul style="list-style-type: none"> <li>- Through additional meaningful, world of work experiences &amp;/or employer interactions above and beyond our core CEIAG offer.</li> <li>- Interviews / careers work targeted to DA students first with follow up appointment.</li> <li>- For example, Y13 BAME and Bursary students participate in a series of virtual employability workshops with global finance and investment firm, Maven Securities.</li> </ul>		
<p><b>What:</b> <u>To continue to develop and strengthen parental engagement opportunities.</u></p> <p><b>How:</b></p> <ul style="list-style-type: none"> <li>- As part of the vulnerable mindset strategy, vulnerable students have access to the online parents evening system to book appointments in advance of the rest of the year group.</li> <li>- The Schoolcloud online system allows Pastoral and Admin staff to access detailed reports of parents who have/have not attended and follow up with further Communication to ensure all parents can speak with their child’s teachers and are updated on their progress in lessons.</li> <li>- Data team are able to view Parents who have not accessed Go4Schools or published reports, and follow up with Progress Leaders or parents, who then communicate with home to ensure parents have the correct details and are reminded of key information.</li> </ul>	<p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading. (EEF)</p>	<p>1,2,3,4,5,6</p>
<p><b>What:</b></p>	<p>GO4Schools, BromCom and data tracking systems to ensure timely analysis of data and ensure early interventions.</p>	<p>1,2,3,4,5,6</p>

<p><u>Data and administration tools to support in the analysis of students.</u></p> <p><b>How:</b></p> <ul style="list-style-type: none"> <li>- GO4Schools</li> <li>- BromCom</li> <li>- Disadvantaged Broadsheet is produced half termly with key information relating to praise points, negative points, attendance, parental engagement and intervention sessions. This is shared with Key Stage Leaders and Progress leaders who have strategic oversight and are able to review progress and decide on further appropriate interventions.</li> </ul>	<p>Waves of Intervention document used to support staff in deciding appropriate interventions.</p>	
<p><b>What:</b></p> <p><u>A trauma informed school is one that can support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.</u></p> <p><b>How:</b></p> <ul style="list-style-type: none"> <li>- TIASS approach used across the school.</li> <li>- Emotion coaching and restorative conversations with students – connect before correcting. Building relationships with students. Supportive approach with parents (seek understanding without judgement. Recognise parents’ needs).</li> <li>- Emotion coaching conversations are recorded on Go4Schools so parents and pastoral staff can review support and decide on further interventions and tailor support for individuals. This may include Pastoral led interventions on the specific reasons that</li> </ul>	<p>Trauma informed, attachment aware universal approach since 2019. Already completed whole school training 2019/2020/2021.</p> <p>Continuation of this training into academic year 23/24</p>	

<p>have led to the poor behaviour. This sometimes may result in school referring to external agencies and seeking advice from CASS if necessary.</p> <ul style="list-style-type: none"><li>- Updated and review processes for recording behavioural incidents to better track time in refocus, to identify trends and identify barriers which need removing for students to succeed.</li></ul>		
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**Total budgeted cost: £178500**

## 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 2023-2024 academic year.

Pupil premium approach	Summary of intended outcome	Impact
Attendance	To ensure that attendance rates for disadvantaged students are in line with non-disadvantaged students.	<p>In line with our vulnerable first approach across school, attendance rates for DA students have improved from the previous year (86.4% to 87.5%) and is higher than the national average. However, a gap still exists between disadvantaged students and non-disadvantaged within school.</p> <p>In the last academic year we utilised the FFT 360 Report and our internal Attendance Tracker to monitor attendance and inform interventions. These documents have proved useful in joint PL/LG meetings to help discussions with leaders, focusing on students of concern and providing a platform to implement interventions. Moving forwards, this will be further supported by utilising the Waves of Intervention strategy. There has also been the introduction of a clear escalation of support process, which starts at a tutor level, and progresses through to year group teams and the attendance team. Early Help and External Agencies are utilised where needed to support DA students.</p> <p>The Disadvantaged Broadsheet also tracks attendance for DA students and contributes to a ranking score for students, which aids leaders in their implementation of intervention.</p>

Last year we introduced StudyBugs as a way of communicating with staff. This is going to be more of a focus this academic year. Staff training on how best to utilise this platform has been identified as a need and will be put in place. To further increase staff awareness, students' attendance will be identified on Seating Plans.

We have also looked to implement wider strategies which have focused on improving the experience of school for DA students, as a method of improving attendance rates for this group. Peer Mentoring opportunities such as Hello Monday and Buddy Up proved to be successful which has led to a wider roll-out, which now involves all DA students in all year groups. Praise has also been identified as a lever here, with praise events associated to attendance, recognising and rewarding students who are consistently in school.

The Arthur Terry Way and assemblies have been used as vehicles to continually promote our message around attendance.

Whole School Average: 93.8%

(National Average 90.8%)

FSM6 Average: 87.5%

(National Average: 85.4%)

Non-FSM6 Average: 94.8%

(National Average: 92.8%)

High-quality teaching

Continue to embed quality-first teaching strategies, metacognition and a culture of high aspirations to narrow the gap between disadvantaged and non-disadvantaged students particularly for those achieving 5+ in both English and Maths, P8 and A8 (Based on 2019 and 2024 figures)

P8 score in line with 2023 outcomes, showing that DA students have maintained their level of progress this academic year. The gap between DA and non-DA students has widened, with Higher Prior Attaining DA students made the lowest level of progress. This has reinforced our decision to focus on strategies which place a greater emphasis on challenge in the classroom and teaching to the top.

Demographic	P8 Score 2024	P8 score 2023
All	0.12	0
Non DA	0.22	0.09
DA	-0.44	-0.4

		Attainment 8 Score				Progress 8 Score					
		Cohort Number	English Element	Mathematics Element	Ebacc Element	Open Element	English Element	Mathematics Element	Ebacc Element	Open Element	
Disadvantaged	Pupil Premium	Overall	38	9.11	7.89	12.47	12.58	-0.41	-	-	-
		Low	6	7.67	5.00	9.50	11.83	0.24	0.47	0.32	0.84
		Middle	25	8.80	8.00	12.28	11.92	-0.48	0.47	0.17	0.40
		High	7	11.43	10.00	15.71	15.57	-0.70	1.29	1.00	0.85
	Non-Pupil Premium	Overall	231	11.49	11.09	16.95	16.52	0.11	0.11	0.34	0.25
		Low	13	8.62	7.23	10.62	11.85	0.66	0.55	0.62	0.78
		Middle	119	10.57	10.02	15.20	15.06	0.14	0.20	0.42	0.31
		High									

		High	93	13.12	12.92	20.04	19.03	0.00	-	0.06	0.22	0.11
		<p>High aspirations in lesson are rewarded for DA students. Our praise figures show that DA students are on average achieving the around the same number of praise points as those not classed as DA in all year groups. Teachers are reinforcing good learning habits in the classroom through praise as a way of motivating DA students.</p> <p>Lexonic data shows that reading ages for DA students who have completed the programme have advanced their reading ages. The average gain from all DA students on the programme was 1 year 4 months. This demonstrates the closing of the literacy gap for these students. This is a continued programme that we are using this year.</p> <p>DA students are not disadvantaged when groupings are used. Decisions to move DA students down a set need to be quality assured by LG.</p> <p>Entry into EBacc for DA students last year 61% showing that we have the same high aspirations for these students in terms of pathways. DA students performed better in the EBacc bucket than other buckets.</p>										
Extracurricular activities, including sports, outdoor activities, arts, culture and trips.	To support all students in having appropriate access to resources, within curriculum areas, the wider school, or	DA students had access to financial support in attending school trips and visits, ensuring all students could participate regardless of their ability to fund the visit. DA students were supported with the costs of music tuition, dance										

	<p>external agencies including equal access to school visits and engagement with enrichment activities.</p>	<p>lessons (in particular to support their roles in the school show), for the academic year.</p> <p>Support with academic resources e.g. art supplies, revision materials, ingredients for food technology. The continuation of the provision of key equipment has meant that pupils attend lessons with suitable equipment and in a suitable frame of mind to work effectively.</p> <p>DA students in Year 8, went on a team building trip to Go Ape, DA students in Year 7 got the opportunity to participate in a StemBotics session, giving them access to opportunities that they would not otherwise have access to.</p> <p>DA students in Year 7 and Year 9 participated in the Brilliant Club, further raising aspirations to study at university in the future.</p>
<p>Supporting pupils' social, emotional and behavioural needs</p>	<p>To continue to support the well-being and resilience of all our students.</p>	<p>All students including DA students had access to weekly wellbeing tutor time activities delivered by the form tutor. These ensure students are equipped with skills and understanding of how to promote their wellbeing and where to access support. These are now called 'Mind and Brain Aware' sessions which cover a wider array of content, including regulation of emotions.</p> <p>PLs and Key stage leaders have completed mental health and TIASS training to better support all our students including DA. Staff are confident in supporting students with their emotional and behavioural needs.</p> <p>Student Support Services are currently supporting DA students in being able to access school, and supporting their social, emotional, and behavioural needs.</p> <p>Through the Buddy-Up and Hello Monday programmes, sixth form students have supported DA students in being able to better access school. Giving them a role</p>



		<p>model and additional wellbeing support. The success of these peer mentoring programmes last year has led to increasing the scope and capacity, with all Year 12 students now engaged in some form of mentoring, along with 50-60 Y13 students.</p>
<p>Developing high-quality teaching, assessment and a curriculum which responds to the needs of pupils</p>	<p>Through our vulnerable mindset ethos we will continue to raise awareness of DA students and the individual challenges they face including mapping of provision and recording of any impact.</p>	<p>School-wide vulnerable mindset approach, places DA students alongside other vulnerable groups at the centre of classrooms. New platforms such as BROMCOM and the use of seating plans make identification of vulnerable students including those who are DA easier, clearer and of high focus. A continued focus for Sep 24 on intentional monitoring/short feedback loops of students in classrooms will ensure that the monitoring of DA students has clear focus.</p> <p>DA parents are given priority booking for parents evening in all year groups. Any parents who have not signed up are contacted by the admin team prior to the event, to ensure the best possible uptake. This will continue into this academic year.</p> <p>Staff consistently log behaviour events across school to ensure a complete picture of a student is built up, along with waves of interventions.</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

## 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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*