



QUEENS' SCHOOL

Dare to be Great

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Queens' School
Number of pupils in school	1665 (KS3 and 4: 1354)
Proportion (%) of pupil premium eligible pupils	140 students (10.3%) Year 7 – 10.3% Year 8 – 11.9% Year 9 – 7.4% Year 10 – 12.5% Year 11 – 9.6%
Academic year/years that our current pupil premium strategy plan covers	December 2024 marks the first year of this 3-year plan.
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Jonathan Morrell - Headteacher
Pupil premium lead	Adam Millard-Healy – Assistant Headteacher
Governor / Trustee lead	Sian Henry - Chair of Trustees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,700
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>	£161,700

Part A: Pupil premium strategy plan

Statement of intent

At Queens' School, a socially, economically, and culturally diverse community at the heart of Bushey, our mission is to foster a flourishing school environment where students are inspired to reach their highest potential. Through our broad, academically rigorous curriculum, we aim for every student to make meaningful progress and achieve academic success in all areas.

Our ethos is grounded in mutual respect and collaboration, creating a culture of self-worth that enables students to achieve their best. Our key goals are to:

- Engage students with a passion for learning, preparing them for fulfilling lives.
- Build strong relationships across the school and local community.
- Equip students with knowledge that enriches their lives.
- Promote our core values of Scholarship, Tenacity, Altruism, and Respect, supporting students in achieving their aspirations.
- Provide a safe, supportive environment where students feel secure in their learning.

Queens' School uses the Pupil Premium Fund to support the academic and personal growth of disadvantaged pupils, working to close achievement gaps and address inequalities. Our approach centres on addressing the specific challenges faced by these students to maximise the impact of funding. Key principles of our strategy include:

- **Closing the Attainment Gap:** Focus on narrowing gaps in achievement, especially for our most economically disadvantaged (FSM1) students.
- **Building Self-Regulation Skills:** Ensuring students develop the skills to self-regulate, fostering independence and resilience.
- **Equal Opportunities for Cultural Growth:** Providing all students with enriching experiences that strengthen cultural capital.
- **Early Intervention in Literacy and Numeracy:** Quick identification of needs, particularly in literacy and numeracy, to support foundational skills and success.

Implementation Objectives

We are committed to achieving these objectives by:

- Regularly assessing and refining our strategies.
- Equipping staff with resources and information to support effective intervention.
- Fostering an inclusive culture with quality-first teaching as our foundation.
- Prioritising impactful actions to support progress.

Principles Guiding Our Approach

- **Evidence-Based Strategies:** Using research-informed approaches to address disadvantage.
- **High Expectations for All:** Establishing a culture of excellence and inclusivity.
- **Strong Relationships with Students and Families:** Building positive connections to support student success.
- **Active Governance Support:** Ensuring school leadership upholds our commitment to addressing disadvantage.
- **Focused, Targeted Tuition:** Using small-group tuition to enhance, not replace, quality classroom teaching.

Commitment to High-Quality Education

Queens' School is dedicated to creating a safe, caring, and challenging environment that supports every student's growth as an individual. Recognising that each child has unique strengths, we believe that everyone can achieve excellence. Our holistic approach promotes not only academic achievement but also personal development, aiming to nurture respectful, responsible citizens.

For pupils receiving the Pupil Premium, we prioritise high-quality teaching in areas of greatest need to close the attainment gap effectively, benefitting all students. Our responsive, needs-based approach relies on thorough diagnostic assessment rather than assumptions. We strive to:

- Challenge disadvantaged pupils in their academic work.
- Intervene early when needs are identified.
- Encourage a school-wide commitment to raising expectations for all students.

Ultimate Objectives for Pupil Premium Students

Our primary objectives for students receiving Pupil Premium support include:

1. **Elevating Aspirations:** Bridging cultural and social aspiration gaps to foster a positive, engaged attitude toward school life.
2. **Improving Attendance:** Supporting regular attendance as a foundation for successful learning.
3. **Cultivating a Positive Learning Attitude:** Promoting constructive attitudes that enhance learning and overall academic progress.

By focusing on these areas, we aim to empower all students to develop their full potential, ensure sustainability and lead lives marked by achievement, resilience, and integrity.

Challenges

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

Challenge number	Detail of challenge
1	<p>Teaching and Learning: Quality First Teaching</p> <p>Research shows that quality first teaching is crucial for supporting disadvantaged students, helping them make strong progress. At Queens' School, we emphasise high standards in teaching, with a particular focus on routines, pacing, effective questioning, assessment for learning (AfL), challenge, and retrieval practice. These strategies are essential to delivering a high-quality education for all students, especially those from disadvantaged backgrounds. Our school community is socio-economically diverse: the school deprivation indicator bands are IDACI bands B-F showing our catchment draws from areas within the bottom 5% of most deprived areas in the UK to the top 5% least deprived in the UK, which creates unique challenges: while some families can afford to supplement their children's education, others cannot. This disparity highlights the need for tailored support based on a strong understanding of our students and families. This is further marked by 91% of students in receipt of Pupil Premium funding being currently eligible for Free School Meals, indicating continuous and sustained disadvantage.</p> <p>Additionally, our school faces recruitment and retention challenges due to high housing and rental costs in the area, coupled with competition from nearby outer and inner London schools that offer higher pay. Addressing these issues is vital to sustaining a dedicated, high-quality teaching staff.</p>
2	<p>Attendance</p> <p>Disadvantaged students at our school have lower attendance rates compared to the whole school, with data revealing a pattern of inconsistent attendance, particularly among students eligible for Free School Meals (FSM). This inconsistency has contributed to gaps in both prior and ongoing learning for these students.</p> <p>In 2023-24, whole-school attendance was 94%, with FSM6 attendance at 87%. This marks an improvement from 2022-23, when whole-school attendance was 92% and FSM6 was 86%. These figures indicate a positive upward trend and remain above the national averages for both years (91% for all students and 85% for FSM6, based on FFT 2023-24 data). Persistent Absenteeism was 32% against a National figure of 45% in 2023/24 for Pupil Premium Students.</p>

	<p>Despite this improvement, a gap remains between Pupil Premium and non-Pupil Premium students, with FSM6 attendance at 87% compared to 95% for non-FSM6 students, highlighting an 8-percentage-point disparity that we continue to address.</p>
3	<p>Reading</p> <p>While there is only a small gap in reading scores on entry (with a scaled score of 105 for Pupil Premium students compared to 108 for non-Pupil Premium students), literacy development among our Pupil Premium students tends to lag during their KS3 years. Vocabulary acquisition and reading age improvements for these students generally progress more slowly than for their non-disadvantaged peers.</p> <p>KS2 data for incoming Year 7 students suggests a higher percentage of below-average reading scores among Pupil Premium students (18%) compared to non-Pupil Premium students (9%). Additionally, the GL CAT Verbal assessment shows a more pronounced gap, with Pupil Premium students scoring an average of 104 versus 111 for their non-disadvantaged counterparts. This data indicates a likely need for additional reading support for Pupil Premium students to help them progress in line with their peers.</p>
4	<p>Maths Attainment</p> <p>On entry, the maths attainment of disadvantaged students is comparable to their peers, with Pupil Premium students having an average scaled score of 107 versus 108 for non-Pupil Premium students at KS2. However, CAT tests show a greater quantitative gap, with Pupil Premium students averaging 106 compared to 112 for their non-disadvantaged counterparts.</p> <p>In addition, 21% of Pupil Premium students scored below the national average in maths, compared to only 9% of non-Pupil Premium students, indicating that a significant proportion of disadvantaged students may need additional support to keep pace with their peers.</p>
5	<p>Attitude to learning</p> <p>Many disadvantaged students face challenges with organisation and self-management, which hinders their ability to fully engage in learning and often requires additional support. Attitude to learning concerns are notably higher for Pupil Premium students, with the gap widening as they progress through school.</p> <p>16 students in both 2023/24 and 2022/23 who were PP were suspended or excluded from school.</p> <p>In Year 7, the attitudinal gap between Pupil Premium and non-Pupil Premium students is minimal (0.01), but it increases to 0.13 in Year 8 and 0.24 in Year 9, reaching 0.28 by Year 11. This trend highlights the growing need for targeted interventions to support these students in developing essential learning attitudes and skills. This is due to numerous factors, including:</p> <p>Increased Academic and Social Pressures: As students move from Year 7 to Year 11, academic demands intensify, and social pressures may also become more significant. Non-Pupil Premium students often have more support at home—financially, academically, or emotionally—enabling them to navigate these pressures more easily. Pupil Premium students, who may come from economically disadvantaged backgrounds, might not have access to the same level of support, potentially impacting their attitudes and engagement over time.</p> <p>Accumulated Impact of Socioeconomic Disadvantages: The effects of economic hardship can accumulate over the years. While a slight attitudinal gap might be manageable in the early years, repeated exposure to disadvantage (e.g., lack of access to extracurricular activities, tutoring, or resources) often leads to a growing disparity. This can gradually erode a student’s motivation, confidence, and overall attitude toward school.</p> <p>Peer Influence and Self-Perception: As students move through school, they become increasingly aware of social and economic differences among their peers. Pupil Premium students may start to feel more isolated or different, especially if they perceive themselves</p>

	<p>as lacking the same resources or support systems. This can contribute to feelings of disengagement or a decline in positive attitudes toward learning.</p> <p>Reduced Access to Enrichment Opportunities: Non-Pupil Premium students may have more access to experiences that enrich their learning attitudes and skills, like educational trips, private tutoring, and extracurricular activities. These activities can reinforce positive attitudes toward learning and build skills. Pupil Premium students may have fewer of these opportunities, leading to an increasing gap over time.</p> <p>More limited exposure to success: PP students often come from households or communities where there are fewer individuals in higher-paying, skilled professions. Without seeing examples of success within their immediate environment, students may struggle to imagine or believe in pathways that lead to high-achieving careers or academic accomplishments. Lack of exposure to diverse career possibilities can limit their sense of what's achievable and discourage them from aspiring toward long-term goals. Without adequate guidance, PP students may be unaware of financial aid options, scholarships, or programmes that could make higher education attainable. This lack of information about options can prevent students from aspiring to attend university or pursue further training.</p> <p>31% of our Pupil Premium students are White British and 33% are on the SEND register, both groups, nationally, are seen to have lower attainment and aspirations than other groups of students.</p> <p>Student voice, work scrutiny, and lesson observations also indicate that many students' metacognitive and self-regulatory skills need further development. This becomes especially evident in feedback from formative and summative assessments. A recent survey of students in Years 8 and 10 revealed that while some students recognise subjects in which they are underachieving, they are unsure how to improve.</p> <p>Moreover, internal assessment data shows that disadvantaged students with high prior attainment are more likely to underachieve compared to similarly high-attaining peers. This trend highlights the importance of targeted interventions to build essential learning attitudes, self-regulation, and problem-solving skills for all students, especially those from disadvantaged backgrounds.</p>
6	<p>Social and Emotional Needs</p> <p>The wellbeing of disadvantaged students can often present a barrier to learning. Many of these students require support for a range of social, emotional, or mental health needs, which they receive from our onsite wellbeing team, Chessbrook Education Support Centre or NHS Mental Health Support Team (MHST) specialists. This support is essential in helping them overcome barriers and engage more fully in their learning.</p> <p>Some of our disadvantaged students do not have the experiences or opportunities to help them have high aspirations for their future career.</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>Enhance metacognitive and self-regulatory skills for all students, with a focus on disadvantaged students across all subjects</p> <p>Ensure that teaching at Queens' School consistently improves and</p>	<p>Student voice, teacher feedback, and classroom observations indicate positive developments in metacognition and self-regulation among disadvantaged students. Key indicators of progress include:</p> <ul style="list-style-type: none"> ● Increased Confidence and Positive Attitudes to Learning: Students are exhibiting greater confidence and a more positive approach to their studies.

<p>is recognised for delivering a high quality of education, maintaining uniformity in quality first teaching across the school.</p> <p>Develop a Professional Development culture throughout the school, focusing on the core principles and practices that define effective teaching.</p>	<ul style="list-style-type: none"> ● Improved Home Learning Completion: ClassCharts data shows a decrease in negative points for disadvantaged students related to incomplete home learning, suggesting enhanced self-regulation and consistency in homework completion. ● High Challenge and Support in Class: Classroom work reflects a balanced level of challenge and support, promoting growth and resilience. ● Reduced Fear of Failure: Students demonstrate a healthier attitude toward challenges, as shown by their engagement with difficult tasks in lessons and the broader curriculum. ● Commitment to Reflection and Improvement: Student work, particularly in assessments, reveals a dedicated effort to reflect on feedback and make meaningful improvements. ● Improved Progress Data: Enhanced progress data for Pupil Premium students in comparison to historical performance. ● Improved Attainment: Increased attainment levels for PP students when compared to previous data. ● Quality Assurance Evidence: The whole school and departmental Quality Assurance Programme will demonstrate improvements in the consistency of teaching. <p>These outcomes reflect the impact of a focused approach to developing metacognitive skills, helping all students, especially those disadvantaged, to become more self-aware and effective learners. Outcomes from evidence show equality of provision for all students</p>
<p>Ensure all students are appropriately challenged and supported at both KS3 and KS4. Our aim is to narrow the attainment gap over time at KS4 and increase the proportion of disadvantaged students pursuing the English Baccalaureate.</p>	<p>Through targeted support and appropriately challenging work, we aim to foster equitable academic growth, empowering all students—particularly those from disadvantaged backgrounds—to reach their full potential across KS3 and KS4. By the end of the current plan, our objectives for KS4 outcomes include:</p> <ul style="list-style-type: none"> ● Achieving an average Attainment 8 score for disadvantaged students that exceeds the national average for all students. ● Attaining an Ebacc Average Point Score above the national average for all students. ● Increasing the proportion of disadvantaged students entering the Ebacc pathway, to be broadly in line with their non-disadvantaged peers. <p>These benchmarks will serve as key indicators of progress in narrowing the attainment gap and expanding academic opportunities for disadvantaged students.</p>
<p>Strengthen reading and comprehension skills among disadvantaged students at KS3, including targeted support for high-achieving students. Enhance early support in mathematics at KS3 and improve attainment consistency for disadvantaged students at KS4.</p>	<p>This strategy aims to achieve the following:</p> <ul style="list-style-type: none"> ● KS3 Progress Parity: Achieve a KS3 progress score average for disadvantaged students that is comparable to their peers over time. ● Knowledge Readiness for KS4: Ensure that by the end of KS3, students possess the foundational knowledge and skills required for success at KS4, as reflected in internal assessments. ● Early Intervention Culture: Establish a proactive approach to identifying and supporting Year 7 students who are

	<p>below expected levels in literacy and numeracy, through CAT and Lucid testing data.</p> <ul style="list-style-type: none"> ● Reading Improvement: Enhance reading skills for disadvantaged students by the end of Key Stage 3 (Year 9), closing any gaps relative to their peers as demonstrated by outgoing assessments, including the results of intervention programmes. ● Intervention Programme: fully implement a whole school Lexia intervention programme and Spell Zone programme, along with targeted interventions specifically designed for disadvantaged students, which have been identified as particularly beneficial. ● Oracy Improvement: development of oracy champions within the school to ensure that there is effective CPD in place for staff to build explicit oracy instruction into their lessons, ensuring all students feel confident in speaking about their learning with a particular focus on our disadvantaged cohort. ● Numeracy Improvement: Enhance numeracy skills for disadvantaged students by the end of KS3 (Year 9), with outgoing assessments indicating reduced gaps compared to their peers. <p>These criteria will help track progress toward closing attainment gaps and ensuring KS3 students are well-prepared for KS4.</p>
<p>Maintain and enhance wellbeing and enrichment opportunities for all students, with a particular focus on supporting disadvantaged students.</p>	<p>To sustain high levels of wellbeing and enrichment as evidenced by:</p> <ul style="list-style-type: none"> ● Wellbeing Feedback: Positive results in qualitative and quantitative data from student voice, parent surveys, and counselling reports. ● Form Tutor Support: Form tutors will have a thorough understanding of the needs of PP students in their classes to provide tailored support. ● Mentoring and Nurture Support: Additional mentoring and nurture support will be available for PP students with specific needs, ensuring they receive the necessary assistance. ● Sustained and Intensive Support: We will offer sustained and intensive support where needed to address the challenges faced by our PP students. ● Increased Enrichment Participation: A rise in participation rates in enrichment activities, with a particular increase among disadvantaged students. ● Comprehensive Careers Support: Continued achievement of the Gatsby benchmarks within the careers programme, with consistent 1:1 access to a careers' advisor for all students. <p>These criteria will help assess the effectiveness of wellbeing and enrichment initiatives, ensuring equitable access to support and opportunities for all students.</p>
<p>Reduce persistent absenteeism and improve overall attendance rates, particularly among our most disadvantaged students. Ensure that the attendance of pupils in receipt of Pupil</p>	<p>Attendance data should demonstrate:</p> <ul style="list-style-type: none"> ● Closing Attendance Gap: A decreasing gap in attendance rates between disadvantaged students and their non-disadvantaged peers over time. ● Persistent Absenteeism Reduction: Persistent absenteeism for all students remains at or below 9%.

Premium funding aligns with that of their non-disadvantaged peers.	<ul style="list-style-type: none"> ● Equitable Attendance Rates: A narrowed gap in attendance between pupils receiving Pupil Premium funding and those who are not. <p>These outcomes will help ensure that all students have equal access to educational opportunities through improved attendance.</p>
Ensure that students and parents feel supported and challenged by key staff, including the Inclusive Learning Coordinator, Mental Health Lead, Attendance Officer, and Student Support Managers.	<p>Student voice, parent feedback, and surveys should reflect:</p> <ul style="list-style-type: none"> ● Positive Impact: Demonstrable improvements in core areas, including attendance, consequences and rewards, report discussions, and extracurricular opportunities. <p>These outcomes will help ensure that the support provided by key staff is effective in enhancing the overall school experience for students and parents alike.</p>

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: £3,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To enhance our understanding of student capabilities and inform targeted support, we will implement the purchase of standardised Cognitive Abilities Tests (CATs) and standardised reading tests. The key components of this strategy include:</p> <ul style="list-style-type: none"> ● Training for Staff: Comprehensive training will be provided for relevant staff to ensure they can accurately interpret assessment results, enabling them to make informed decisions about interventions and instructional strategies. ● Reliable Insights: Standardised tests will offer reliable insights into each pupil's specific strengths and weaknesses, ensuring they receive appropriate additional support tailored to their individual needs. ● Targeted Support: The data from these assessments will guide interventions and teacher instruction, helping to close any identified gaps in learning and ensuring all students, particularly those who are disadvantaged, receive the support they require. 	<p>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:</p> <p>GL Assessment: What are the benefits of standardised tests?</p> <p>FFT Data Lab: What can short standardised tests tell us about the attainment and progress of individual pupils and of schools?</p>	3, 4
To support high-quality instruction, our Professional Development programme will	Our CPD programme is designed to enhance both staff and student	1, 3, 5

<p>focus on embedding Quality First Teaching across the school. This initiative includes:</p> <ul style="list-style-type: none"> ● Ongoing Teacher Training and Support: Regular, structured training sessions will be provided to develop teaching practices, with an emphasis on strategies that foster active engagement, adaptive teaching, and effective feedback for all students, especially those who are disadvantaged. This includes individual or team support where there is inequity of provision. ● Dedicated Release Time: Teachers will receive allocated release time to participate in development sessions, collaborate with colleagues, and engage in professional learning activities that deepen their instructional expertise and consistency in delivering high-quality lessons. ● Aligned Performance Management Objectives: Performance Management goals for teachers will be directly linked to professional development, ensuring that objectives are clear, measurable, and focused on enhancing instructional quality and student outcomes. 	<p>knowledge, emphasising metacognition and self-regulation skills as foundational components of effective teaching and learning, and ensuring equality in terms of opportunity, and where there is not equality of provision appropriate intervention is taken at the relevant level to improve the Quality of Teaching. Following the Effective Professional Development Guidance from the Education Endowment Foundation, our PD model is structured to promote exemplary pedagogy and best practices that embed metacognitive strategies across all subjects. Key elements of the CPD programme include:</p> <ul style="list-style-type: none"> ● Metacognitive and Self-Regulatory Skills: The programme aims to develop strategies that encourage students to think about their own learning processes, set achievable goals, and improve self-management, which research links to higher academic achievement. This aligns with the EEF's Toolkit on Metacognition and Self-Regulation. ● Exemplary Pedagogy and Practice Sharing: CPD sessions focus on sharing and exploring effective teaching techniques that incorporate metacognitive approaches. By embedding these strategies in lesson planning and classroom practice, staff will support students in developing critical thinking and problem-solving skills. ● TES EduCare Modules: To complement in-house training, all staff have access to TES EduCare's online modules. These resources provide additional guidance on current best practices, supplementing CPD topics and enabling staff to deepen their expertise independently. <p>This approach ensures that CPD is both comprehensive and practical, equipping teachers with the skills needed to foster a learning environment where students are</p>	
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	active participants in their own educational journey, ultimately improving their outcomes through self-regulation and reflective learning.	
<p>Our whole-school literacy strategy emphasises teaching tier 2 and tier 3 vocabulary and literacy skills in every discipline, recognising that each subject has unique literacy demands and terminology. Key components of this strategy include:</p> <ul style="list-style-type: none"> ● Subject-Specific Vocabulary: Each department integrates vocabulary teaching that is essential to their subject. This includes explicit teaching of key terms, technical language, and concepts to deepen students' understanding and boost confidence in using subject-specific language. ● Vocabulary Strategies: To reinforce vocabulary, we employ evidence-based approaches such as morphology (understanding word roots, prefixes, and suffixes), spelling strategies, and structured recall exercises. These methods ensure students can not only recognise but also retain and use vocabulary accurately. ● Embedding Literacy in Lesson Planning: All subjects will incorporate targeted literacy activities into their lessons, from analysing complex texts in humanities to breaking down terminology in sciences. This consistent approach across subjects helps reinforce literacy as a core skill. 	<p>Acquiring disciplinary literacy is essential for students as they encounter increasingly complex concepts in each subject. Mastery of reading comprehension, vocabulary, and literacy skills directly supports their ability to understand and engage with advanced material, which is critical for attainment across all subjects, including mathematics and English.: Improving Literacy in Secondary Schools</p>	3
<p>Recruitment and retention of high- quality skilled staff</p> <ul style="list-style-type: none"> ● Attracting Skilled Educators: Prioritising the recruitment of talented teachers who bring both subject expertise and a commitment to continuous improvement. ● Ongoing Professional Development: Investing in robust training and support to empower teachers with evidence-based teaching strategies and innovative practices that meet the diverse needs of students. ● Supportive Environment for Retention: Creating a positive and collaborative work environment, where staff feel valued, supported, 	<p>Research from the Education Endowment Foundation highlights that effective teaching is the most powerful factor in improving student attainment. To maximise outcomes, especially for disadvantaged pupils, it is crucial that every teacher is equipped and supported to deliver high-quality instruction consistently</p>	1

and have access to clear pathways for career development.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £8,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured intervention via Lexia specifically for those students who require further support	For students requiring additional literacy support, Lexia provides a structured, evidence-based intervention. Lexia's effectiveness is backed by 19 externally-reviewed research studies, demonstrating its positive impact on literacy outcomes. Notably, the Education Endowment Foundation has highlighted Lexia's benefits for disadvantaged students. In a subgroup analysis focusing on students eligible for free school meals, Lexia was shown to provide an additional 2 months of reading progress for struggling readers, exceeding the progress observed in the general analysis. This tailored intervention not only supports literacy development but also helps to close the attainment gap, particularly for disadvantaged students.	3
Use of an educational psychologist to support students' self-regulation and study skills, to compliment our teaching and learning vision and helps support students in lessons and beyond. The educational psychologist will work directly with students in targeted study skill sessions, providing strategies to strengthen their focus, organisation, and independent study habits. These sessions are designed to foster metacognitive skills—encouraging students to reflect on their learning processes, set realistic goals, and employ effective study techniques. Through this collaboration, we aim to create an environment where students, especially those facing additional challenges, are empowered with the skills and resilience necessary for academic success across all areas of their education.	To enhance our vision for teaching and learning, we are engaging an educational psychologist to support the development of students' self-regulation and study skills. This support aligns with the EEF's recommendations for improving metacognition and self-regulation , which are key factors in students' ability to manage their learning both in and beyond the classroom.	5, 6
To further support Pupil Premium students, additional revision sessions, including Saturday and holiday sessions, will be led by	As outlined in <i>The Inclusive Classroom</i> by Daniel Sobel and Sara Alston, knowing students well is essential to	1, 3, 4

<p>our teaching staff across all subjects. These sessions complement the curriculum and provide an opportunity for targeted intervention tailored to individual student needs. By utilising our own staff, who are already familiar with each student’s unique strengths and areas for growth, we can offer personalised support that is closely aligned with classroom learning.</p>	<p>differentiating interventions effectively. This approach allows our staff to provide bespoke, focused support that directly addresses the gaps and challenges each student faces, fostering more meaningful progress.</p>	
<p>We will establish small targeted group interventions in key subjects, specifically including disadvantaged pupils, and will utilise both summative and formative assessment data to target each student’s specific needs. Some students benefit from additional support alongside high-quality classroom teaching to ensure they make strong progress.</p>	<p>Research from the Education Endowment Foundation highlights that small group and one-on-one interventions are particularly effective when carefully planned and targeted. By using precise assessment data, we can identify specific learning gaps and provide tailored support, maximising the impact on pupil progress and attainment. This approach ensures a focused intervention that directly addresses the learning needs of disadvantaged students, enabling them to reach their full academic potential.</p>	1, 3, 4, 5
<p>Learning Support Practitioners (LSPs) will be strategically deployed to support targeted students and year groups, including through the structured Pathway Programme.</p>	<p>Evidence highlights that targeted interventions by LSPs—when delivered in one-to-one or small group settings—can lead to significant progress, adding approximately three to four months of additional attainment (effect size 0.2–0.3). The success of these interventions depends on LSPs working in highly structured environments with quality support and training. Research consistently shows that structured, well-supported roles are key to maximising LSP impact on pupil outcomes. In contrast, informal or unstructured deployment of LSPs can detract from learning, which is why our approach will ensure targeted, evidence-based support with ongoing professional development and clear instructional guidance. This model prioritises impactful, high-quality intervention for students who need it most, with particular emphasis on supporting disadvantaged pupils in their academic journey.</p>	1, 3, 4, 5
<p>To strengthen academic outcomes, we are committed to increasing parental engagement by leveraging new technologies</p>	<p>Research shows a strong correlation between parental engagement and improved academic performance, particularly when parents hold high</p>	5, 6

<p>that facilitate communication and involvement.</p> <p>Our approach will focus on:</p> <ul style="list-style-type: none"> ● Utilising digital platforms to streamline communication between school and home, providing parents with timely updates on their child's progress, attendance, and key academic milestones. ● Implementing interactive tools such as online parent portals, messaging apps, and virtual meetings to increase accessibility and allow parents to participate actively, regardless of location. ● Providing resources and workshops that help parents understand academic expectations and support learning at home. 	<p>expectations for their children's achievement.</p> <p>By integrating these new technologies, we aim to make engagement more accessible and proactive, helping parents play an active role in their child's education and fostering a supportive environment for learning and growth.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To expand learning and development opportunities, we will financially support off-site visits that are directly linked to curriculum objectives or aimed at enhancing students' cultural capital. Priority will be given to students in receipt of Pupil Premium Funding, particularly for events connected to careers education and future destinations, which are crucial in reducing the likelihood of students becoming NEET (Not in Education, Employment, or Training).</p>	<ul style="list-style-type: none"> ● Enrichment through Curriculum-Linked Visits: Evidence underscores the educational benefits of Learning Outside the Classroom, as it enhances subject understanding, motivation, and engagement. Therefore, visits are selected based on their direct connection to subject areas, ensuring relevance and educational value rather than solely recreational trips. ● Building Cultural Capital: Supporting culturally enriching experiences helps broaden students' perspectives, which is particularly valuable for disadvantaged students who may have limited access to these opportunities. ● Career Education and Awareness: By prioritising Pupil Premium students for career-related events and pathways, we aim to increase 	<p>1, 5, 6</p>

	<p>awareness, motivation, and preparedness for future careers, fostering aspirations and preventing NEET status post-education.</p> <p>This approach ensures all students, especially those from disadvantaged backgrounds, access equitable enrichment and career-readiness opportunities that promote personal growth, broaden horizons, and deepen curriculum connections.</p>	
<p>Embedding principles of good practice for attendance, set out in DfE’s advice. Our approach includes:</p> <ul style="list-style-type: none"> ● Implementing Structured Support Systems: We will establish clear, consistent processes for monitoring and supporting student attendance, identifying patterns of absence early, and intervening as necessary. ● Engaging with Families: Building strong communication channels with parents and caregivers to address barriers to attendance, fostering a collaborative approach to keeping students in school. ● Targeted Interventions for At-Risk Students: Using attendance data to identify students at risk of persistent absence and offering personalised support that addresses their specific needs and challenges. ● Recognising and Rewarding Good Attendance: Developing a positive culture around attendance by celebrating milestones and providing incentives, particularly for students who improve their attendance over time. 	<p>We are committed to embedding the principles of good practice for attendance as outlined in the Department for Education guidance. This approach is informed by insights from schools that have successfully reduced persistent absence, offering effective strategies to support student attendance and engagement.</p>	2
<p>Effective deployment of the Student Support Managers and Inclusive Learning Coordinator Key responsibilities and approaches include:</p> <ul style="list-style-type: none"> ● Building Positive Relationships: Developing strong, trust-based relationships with students, parents, and staff is central to their role. These relationships allow for diagnostic reviews that help identify each student’s unique needs and support their social, emotional, and mental health (SEMH) needs. Through consistent engagement, the team gains insight into students’ 	<p>Research consistently shows that positive, trusting relationships between students and staff significantly improve academic outcomes, particularly for disadvantaged and vulnerable students. The Education Endowment Foundation highlights the importance of building strong, supportive relationships in fostering students’ social, emotional, and academic development. Hattie’s <i>Visible Learning</i> research also emphasises that student-teacher relationships are one of the most</p>	1, 2, 5, 6

<p>circumstances and is able to advocate effectively on their behalf.</p> <ul style="list-style-type: none"> ● Individual Monitoring and Tailored Support: Both the Student Support Managers and the Inclusive Learning Coordinator provide focused monitoring and support at an individual level. Where possible this will be early, targeted intervention based on the individual student needs. They are the primary contacts for students and parents, enabling them to gather and utilise detailed, research-informed diagnostic assessments. This information guides the tailored interventions necessary for each student's progress. ● Liaising with Stakeholders: The team collaborates closely with parents, teaching staff, and external agencies to ensure that all students, especially those receiving Pupil Premium funding, have equitable access to resources and opportunities. They track student attendance, including participation in targeted interventions, to ensure consistent support and engagement in learning. ● Ensuring Effective Alternative Provision: For students who require alternative educational arrangements, such as those provided through Chessbrook Educational Support Centre, the team ensures that these provisions meet the individual needs of each student, supporting their academic and personal development. 	<p>powerful influences on student achievement.</p> <p>Research suggests that effective Alternative Provision, when managed well and designed to meet the needs of students who cannot thrive in mainstream settings, can improve academic outcomes and reduce the likelihood of exclusion. The deployment of support staff to monitor and evaluate the effectiveness of alternative provision is crucial for ensuring it meets students' needs and supports their reintegration into mainstream education where possible.</p>	
<p>The role of the Mental Health Lead is crucial in supporting students' emotional and behavioural well-being. By strategically implementing a range of evidence-based interventions, the Mental Health Lead will:</p> <ul style="list-style-type: none"> ● Adopt Cognitive Behavioural Therapy (CBT): The Mental Health Lead will deliver CBT to specific students who require support in regulating their emotions and behaviours. CBT has been shown to significantly improve emotional well-being and reduce behaviours associated with anxiety, depression, and stress. It helps students develop more positive thinking patterns and coping strategies. Research by the Youth 	<p>CBT for Behavioural and Emotional Regulation: Studies have demonstrated that CBT can significantly improve emotional and behavioural regulation, leading to improved social interactions and academic performance.</p> <p>EIF Report on Adolescent Mental Health: According to EIF, CBT is particularly effective in reducing symptoms of anxiety, depression, and stress, helping students overcome emotional barriers that may hinder their learning and personal development.</p> <p>This multi-faceted approach ensures that students receive timely, tailored support and that their emotional well-being is proactively managed, contributing to</p>	6

<p>Endowment Fund (YEF) highlights the positive impact of CBT in reducing risk behaviours and improving emotional regulation for students facing behavioural difficulties.</p> <ul style="list-style-type: none"> ● Signpost to Family Support Services: In addition to direct interventions, the Mental Health Lead will collaborate with the Family Support Worker to ensure that students have access to a comprehensive support network. Family Support Workers play a key role in addressing the wider context of a student’s life, offering tailored support and connecting families with additional resources that may help students thrive academically and emotionally. ● Signpost to Specialist Counselling: The Mental Health Lead will also guide students towards counselling services, such as Safe Space, provided by trained professionals. Evidence shows that school-based counselling can be particularly effective in supporting students with emotional or behavioural challenges, offering them a safe environment to process their feelings and develop coping strategies. 	<p>their success both academically and personally.</p>	
<p>The further embedding of the Bring Your Own Device policy for Pupil Premium students aims to bridge the technology gap, enabling these students to access digital resources and support independent learning both at school and at home. This strategy is grounded in evidence that demonstrates how technology can enhance learning outcomes when used effectively.</p> <ul style="list-style-type: none"> ● Improving Access to Resources: By allowing students to bring their own devices, Pupil Premium students will have consistent access to digital tools, educational resources, and online platforms that support their learning. This can provide equal opportunities for all students to engage with the curriculum, complete assignments, and access learning materials outside of school hours, helping to level the playing field for disadvantaged students. ● Supporting Independent Learning: Technology supports self-directed learning, giving students the flexibility 	<p>The Education Endowment Foundation highlights that technology can significantly improve the quality and quantity of practice that students engage with, both inside and outside the classroom. This is particularly important for disadvantaged students who may not have access to technology at home, thus ensuring equity in learning opportunities. By enabling Pupil Premium students to have consistent access to technology through the BYOD policy, the school is providing them with the tools they need to support their independent learning, increase engagement, and improve outcomes.</p>	<p>1, 3, 4, 5</p>

<p>to learn at their own pace, access supplementary materials, and review lessons outside of classroom hours. When students use technology for personalised learning and to practise key concepts, it can improve their ability to retain information and become more self-sufficient learners.</p> <ul style="list-style-type: none"> ● Enhancing Teacher Support and Feedback: Teachers can use technology to model new concepts more effectively and provide interactive, engaging lessons. Through the use of digital platforms, teachers can offer timely feedback, monitor student progress, and provide targeted support to students, particularly those from disadvantaged backgrounds. This real-time feedback ensures that students are receiving the guidance they need to succeed, and allows teachers to tailor their instruction based on individual needs. ● Increasing the Quantity and Quality of Practice: Technology can increase the volume of practice students can undertake, which is key to mastering concepts. It offers interactive exercises, educational apps, and platforms that allow students to practise and apply new knowledge at their own pace. This additional practice supports reinforcement and retention, crucial for student success. Technology also allows teachers to create more dynamic learning experiences, which can keep students engaged and motivated. 		
<p>Use of outdoor learning to support key groups of pupils</p>	<p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> ● Confidence: children had the freedom, time and space to learn and demonstrate independence ● Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play ● Communication: language development was prompted by 	<p>5, 6</p>

	<p>the children's sensory experiences</p> <ul style="list-style-type: none"> ● Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time ● Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills ● Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment 	
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Total budgeted cost: £161,700

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils from 2021 to 2024 academic years (based on the previously published 3-year Pupil Premium Strategy).

In the 2023-24 academic year, there was a notable increase in the number of Pupil Premium (PP) students in Year 11, rising from a three-year average of 10% to 13% of the cohort. This shift brought with it some challenges, particularly as a significant number of these students had complex needs. As a result, priority was given to supporting their wellbeing and mental health, sometimes over academic progress. This approach was in line with our ongoing commitment to addressing the individual barriers that each PP student faces. We continued our focused and personalised support, as outlined in last year's strategy, ensuring that each student received the necessary attention according to their unique needs.

Key actions undertaken as part of the 2023-24 Pupil Premium Strategy include:

- Swift Action on Attendance: Proactive measures were taken to address attendance concerns, ensuring that students who needed it received the right level of support to improve attendance and engagement.
- Increased Capacity for Individual Support: We expanded our ability to provide personalised academic and pastoral support for each PP student, enabling more targeted intervention.
- Commitment to Accessing Quality Provision: We recognised that the last few years have been challenging for all students, with particular difficulties faced by our most disadvantaged learners. Despite these challenges, we ensured that all students, regardless of background, had access to high-quality online learning throughout the pandemic, providing continuity in education.

Examination Results:

KS4 Attainment 8: The average Attainment 8 score for Pupil Premium students was 38 points, which is above the national average of 36.8 but below the school average of 53 points. While this reflects continued progress, it highlights the work still to be done to close the gap between Pupil Premium and non-Pupil Premium students.

Progress 8: The Progress 8 score for Pupil Premium students was -0.92, compared to a school-wide average of 0.19. This marks an anomaly in the data, where the gap between disadvantaged students and their peers increased for the first time in recent years (with previous gaps recorded at -1.18 in 2019, -0.88 in 2022, and -0.41 in 2023). The increase in the gap can be partly attributed to 28% of the Pupil Premium cohort not having all their Attainment 8 slots filled. This decision was made based on individual pastoral needs rather than academic performance alone. However, despite this, 25% of the PP cohort achieved a Progress 8 score above 0.5, reflecting strong individual performance. 59% of subjects had a positive Progress 8 score for female Pupil Premium students.

5 Standard Passes (including English and Maths): 47% of Pupil Premium students attained 5 standard passing grades, including English and Maths, which marks an 11% decrease from the 2021-23 period. This decline reflects the complexity of the cohort, but there are positive signs for future cohorts, with 38% of the cohort entering for the English Baccalaureate (EBacc) and projections indicating 60% of the PP cohort will enter for EBacc in 2024-25.

Subject-Specific Progress:

- **Art:** Pupil Premium students in Art made significantly better progress than their peers, with a gap of +0.99.
- **Food:** Similarly, in Food, Pupil Premium students outperformed their peers, with a gap of +2.89.
- **French:** In French, the gap was smaller, at +0.45.
- **Sociology:** Pupil Premium students achieved a progress score of +1.05.

Conversely, in English, Pupil Premium students attained, on average, 1.67 grades lower than their peers, and in Maths, they were 1.57 grades behind.

Attendance:

In the 2023-24 academic year, attendance data for FSM6 students showed notable improvements compared to the previous year. The whole-school attendance rate was 94%, with FSM6 attendance at 87%. This marks an increase from the previous year (2022-23), when whole-school attendance was 92%, and FSM6 attendance stood at 86%.

The attendance figures for both the whole school and FSM6 students remain above the national averages for 2023-24 (National average for all students: 91%; National average for FSM6 students: 85%)

Persistent Absenteeism:

In 2023-24, 32% of Pupil Premium students were categorised as Persistent Absentees (students missing 10% or more of school). This is significantly below the national figure of 45% for Pupil Premium students in 2023-24. This indicates a positive reduction in persistent absenteeism among Pupil Premium students and suggests that our targeted interventions and strategies to address attendance concerns have been effective.

- **Targeted Support for Attendance:** Our intervention strategies included swift action for students with attendance concerns, providing support from Student Support Managers and the Inclusive Learning Coordinator to remove barriers to attendance.
- **Use of Data:** Attendance data was regularly monitored, allowing us to identify trends early and take proactive steps, such as offering mentoring or engagement with families to address any underlying issues.
- **Parental Engagement:** We have increased communication with families of FSM6 students, ensuring they are aware of the importance of regular school attendance and offering support where needed.

- Support for Wellbeing: Recognising that for some Pupil Premium students, mental health and wellbeing were significant barriers to attendance, we ensured that our support strategies, including the work of the Mental Health Lead and Family Support Worker, were closely aligned with efforts to increase engagement and attendance.

Staff Professional Development:

As part of our CPD focus, teaching staff have developed a sound understanding of literacy strategies, with 94% of staff reporting confidence following staff evaluations. Additionally, 84% of staff now confidently understand and can apply adaptive teaching strategies. This evidence demonstrates that our knowledge-building approach to CPD has been effective in ensuring staff are clear on the rationale behind our strategies, fostering a strong sense of ownership and understanding.

Moreover, all staff have participated in Professional Development sessions led by Pupil Premium Champions, which focused on sharing best practices for engaging and motivating Pupil Premium students. As a result, teachers are actively monitoring the impact of these strategies on key students over time. This ongoing evaluation ensures that there is collective buy-in and a unified approach to teaching and learning across the school.

The active participation of staff in these professional development sessions and their ongoing tracking of the effectiveness of these strategies is a testament to the success of the CPD model in promoting sustained improvement in teaching practices and, ultimately, student outcomes.

Resources

All students have access to a Chromebook, ensuring equal access to technology for learning. Resources for academic and extracurricular activities are provided subsidised, eliminating financial barriers to participation. Over the past two years, 7 out of the 9 Faculty Areas have submitted successful bids, enabling them to access additional resources and opportunities.

Cultural Capital

Pupil Premium students have received funding for enrichment activities, with over 120 educational visits supported via PP Funding. While extracurricular participation is broadly proportional to the Pupil Premium cohort at 8%, efforts continue to increase engagement among Pupil Premium students. This indicates success in the whole school project that aimed to improve engagement with co-curricular activities for this cohort of students. Pupil Premium students are well-represented in leadership roles, accounting for 16% of the Student Leaders, which demonstrates their involvement in school life beyond the classroom.

Aspirational and Ambition

There are currently 10 FSM6 students in Year 12 and 11 FSM6 students in Year 13, which represents strong participation from disadvantaged students in post-16 education. This reflects a commitment to supporting students in continuing their education and pursuing further academic aspirations.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Lexia Aims to improve reading skills. It consists of three elements: personalised online student activities, real-time reporting of student progress, and paper-based resources to guide teacher instruction where needed. Teachers can use it to target	Lexia Learning Systems LLC

struggling readers, as a whole class or whole school intervention.	
ClassCharts Used as means of parental communication. Supports greater focus on high attendance and rewards and completion of homework.	Tes Global Limited
GL CAT4 A widely used, standardised assessment tool designed to measure the cognitive abilities of students, particularly in relation to learning potential, academic achievement, and cognitive development.	GL Assessment