

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### The schools' performance measures in 2024-25 (challenges 1, 5 and 6):

- Average attainment 8 score per student identified as disadvantaged has improved by 1.5 and is 32.92, which is below students who are non DA ( 41.75) and below national (46.15) but has improved compared to the previous year (31.40).
- The proportion of students who are disadvantaged achieving 5+ in Basics is 23% has improved compared to the previous year by 6% but below Non-DA ( 41%) and below national (45%)
- The proportion of students who are disadvantaged achieving 4+ in Basics is 37%, which remains the same as last year but below Non-DA (55%) and below national (65%).
- The proportion of students who are disadvantaged achieving a strong pass in English (32%) and Maths (26%) is below national and below Non-DA but has improved compared to last year.
- The table below highlights the increase in progress for students who are disadvantaged, demonstrating a steady improvement trend compared with previous years:

| Headline Measure                  | 22/23 Exams | 23/24 Exams | 24/25 Exams |
|-----------------------------------|-------------|-------------|-------------|
| Average total attainment 8        | 29.41       | 31.45       | 32.92       |
| Average Attainment 8 grade        | 2.94        | 3.15        | 3.29        |
| Students achieving 9-5 in Maths   | 24.3        | 25.3        | 25.5        |
| Students achieving 9-5 in English | 32.4        | 33.7        | 39.4        |

The curriculum provision for disadvantage students remains the same as for non-disadvantaged students, as we believe strongly that an ambitious curriculum is equitable. This has resulted in the proportion of disadvantaged students performing better in attaining GCSE grades 4+ in Art, Drama, Music, Food Technology, 5+ in Art, Food Technology and 7+ in Art, Business Studies, Drama, English Literature and Food Technology than non-disadvantaged students.

In GCSE PE, the proportion of disadvantaged students attaining GCSE grades 4+, 5+ and 7+ is above non-DA and above national for all pupils.

#### Attendance (challenge 5)

- In 2024-25, attendance for students who are disadvantaged has improved to 83.6%, compared 2023-2024 (82.1%) and is just below the national average for DA at 86.2%
- The attendance for all students in 2024-2025 was 88.5%
- In 2024-25, persistent absence (PA) among disadvantaged students was 46.1%, compared to a school-wide rate of 35.1%. This shows an improvement from 2023-24, when PA was 47.2% for disadvantaged students.

### **Intended outcome 3:**

Attendance has improved and is high across all student groups and students with persistent absence are supported to improve their attendance.

**Actual outcome:** attendance has improved but is a continued priority as gaps remain below national levels. Year 11 still the highest PA rate, highlighting the need for targeted strategies for this year.

### **Challenge 1: Reading and vocabulary**

- Targeted reading interventions, including the Lexia programme, are having a measurable positive impact on our disadvantaged (DA) students.
- Accelerated Progress: DA students involved in Lexia made an average of six months' progress in reading age over the year, outperforming non-DA peers who made four months' progress.
- Closing the Gap: KS3 students who are disadvantaged improved their standardised (SAS) scores by an average of +3.0 (to 96.0) compared to +4.6 (to 102.0) for non-DA students, helping to narrow the overall reading age gap, which now stands at nine months.
- Year 7 Success: Our 2024–25 Year 7 cohort, which has the highest proportion of students who are disadvantaged, showed particularly strong gains. 30% of students who are disadvantaged began the year with a reading age two years below their chronological age (average SAS 70). Following targeted support, their average SAS has risen to 83, representing a significant uplift in foundational reading skills.

### **Intended outcome: 1**

Students who are not meeting age related expectations and need to catch up with literacy and numeracy are supported in KS3 more widely and at KS4 in reading lessons so that they can access the curriculum as a whole, build cultural capital and contextual understanding and make improved progress.

**Actual outcome:** encouraging gains have been made, and although the gap is still present, we are now in a strong position to sustain and accelerate improvement through continued targeted support.

### **Intended outcome: 2**

Targeted students perform well in their identified areas for improvement of reading fluency, decoding and comprehension and make accelerated progress so that they can gain knowledge and skills to bring attainment in line with their peers.

**Actual outcome:** sustain and accelerate improvement to keep narrowing the gap and maximise student success.

### **Challenge 4: Building resilience and behaviours for learning**

- **School councillor:**
  - 29 students identified as disadvantaged with complex needs accessed and received counselling and 22 year 11 pupils, of which 71% were disadvantaged, accessed support for mental health and attendance.
- **Interventions:**

- 45 students accessed interventions ranging from sports to cooking to support with persistent absence and other barriers to learning and 30% of students who were in PA category moved out of the PA category.
- 50% of students did not receive any further suspensions
- Student voice highlighted that students outlook on school had improved. With 65% feeling better about school compared to before intervention.

**Intended outcome 4:**

The mental health and well-being of our students is well supported.

**Actual outcome: on track to achieve**

**Intended outcome 5:**

Individual barriers to learning are removed and PP and vulnerable students are supported in their academic growth.

**Actual outcome: on track to achieve this and continue to build on the strong progress already made, ensuring that gaps are reduced even further.**

**Challenge 3 and 6: Homelife, wellbeing and Cost of living:**

- All year 11 who are eligible for the pupil premium (40.52%) were provided with revision guides and materials ahead of the exams.
- All students who are eligible for the pupil premium access to breakfast club every morning in the dining hall.
- A portion of the PP budget was spent supporting our disadvantaged families with uniform, equipment and bus passes.

**Additional Observations:**

- Across all year groups disadvantaged students had an average net behaviour points total of 36.9 per pupil compared to 15.09 for all, including truancy and C3 events.
- Year 8 DA students had the highest number of events at 7.76.
- This highlights how on average, the behaviour of DA cohort across the school requires continued improvement in classrooms and around the school compared to their peers.
- PP funding was used to support 8 PP students achieve the bronze level Duke of Edinburgh award.
- A proportion of the PP budget was used to fund piano lessons and support a number of DA students at KS4.

Based on all the information above, the performance of our disadvantaged pupils partially meets expectation, and we are at present on course to achieve some of the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that our strategy is proving to be effective in some areas in meeting our intended outcomes. However, certain challenges still need to be prioritised to ensure best outcomes for our DA cohort. This evaluation will now feed forward into the planning of our renewed strategy.