

Pupil premium strategy statement – Meadowhead School and Sixth Form

This statement details our school's use of pupil premium (and recovery 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
Number of pupils in school	1634
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2027
Statement authorised by	Kam Grewal-Joy Headteacher
Pupil premium lead	Marcie Dunbar Assistant Headteacher
Governor / Trustee lead	Ben Anderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£628,300
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£628,300

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve well across the curriculum. Our aims are to close the disadvantage attainment gaps that have been exacerbated by the pandemic and support all students to achieve.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach with a focus on areas which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school.

Our strategy is also integral to wider school plans for recovery, notably in its targeted support through our detailed Student Personal Development and Enrichment program. Targeted academic intervention will take place within each faculty with early intervention as the key driver in delivering impact.

Our approach will be responsive to regular feedback and assessment to identify any trends as well as support individuals. We aim to empower and train all staff to understand the impact of disadvantage on students' learning habits to address common challenges faced by disadvantaged students. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve. Implementation of adaptive teaching within lessons.
- use the STARS strategy effectively within lessons.
- act early to intervene at the point need is identified.
- ensure all students are stretched and challenged.
- embed oracy within the Curriculum at all Key Stages.
- raise the profile of reading/literacy using a disciplinary approach to vocabulary across the curriculum.
- focus on attitudes to learning and positive behaviours through the Personal Development program and tracking and monitoring Reporting Point data.
- use targeted personalised interventions (academic and behaviour)

- promote and encourage attendance to extra-curricular clubs and enrichment activities.

Challenges

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

Challenge number	Detail of challenge																																																								
1	<p><i>Lower than expected progress and attainment in English & Maths, particularly with HA disadvantaged students (2024-2025).</i></p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Maths</th> <th>Combined</th> </tr> </thead> <tbody> <tr> <td>National figures</td> <td>74%</td> <td>73%</td> <td>61%</td> </tr> <tr> <td>Meadowhead All</td> <td>72%</td> <td>68%</td> <td>59%</td> </tr> <tr> <td>MHead PP Eligible</td> <td>60%</td> <td>61%</td> <td>48%</td> </tr> <tr> <td>MHead NPP</td> <td>79%</td> <td>72%</td> <td>66%</td> </tr> </tbody> </table> <p>Maths assessments (KS2 data) on entry to Y7 indicate that 39% of our disadvantaged students arrive below age-related expectations compared to 28% of their non disadvantaged peers.</p> <p>English assessment (KS2 data) on entry to Y7 indicate that 40% of disadvantage students arrive below age-related expectations compared to 21% of their non advantaged peers.</p>		Reading	Maths	Combined	National figures	74%	73%	61%	Meadowhead All	72%	68%	59%	MHead PP Eligible	60%	61%	48%	MHead NPP	79%	72%	66%																																				
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2	<p><i>Lower than expected reading ages (below age related expectations) across all Y7 students (2024-2025).</i></p> <p>Standardisation scores have been used to support this data. 116+ = above average and 84= below average.</p> <table border="1"> <thead> <tr> <th>Reading Age</th> <th>TOTAL</th> <th>F</th> <th>M</th> <th>PP</th> <th>Non-PP</th> <th>SEND</th> </tr> </thead> <tbody> <tr> <td>131+</td> <td>6</td> <td>5</td> <td>1</td> <td>1</td> <td>5</td> <td>0</td> </tr> <tr> <td>116-130</td> <td>44</td> <td>23</td> <td>21</td> <td>9</td> <td>35</td> <td>1</td> </tr> <tr> <td>85-115</td> <td>222</td> <td>136</td> <td>86</td> <td>85</td> <td>137</td> <td>30</td> </tr> <tr> <td>69-84</td> <td>42</td> <td>21</td> <td>21</td> <td>30</td> <td>12</td> <td>14</td> </tr> <tr> <td>0-68</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Not tested</td> <td>7</td> <td>4</td> <td>3</td> <td>2</td> <td>5</td> <td>2</td> </tr> <tr> <td>Totals</td> <td>321</td> <td>189</td> <td>132</td> <td>127</td> <td>194</td> <td>47</td> </tr> </tbody> </table> <p>This data shows that 84% of students in Y7 have an average or above average reading score. However, when this data is broken down it shows</p>	Reading Age	TOTAL	F	M	PP	Non-PP	SEND	131+	6	5	1	1	5	0	116-130	44	23	21	9	35	1	85-115	222	136	86	85	137	30	69-84	42	21	21	30	12	14	0-68	0	0	0	0	0	0	Not tested	7	4	3	2	5	2	Totals	321	189	132	127	194	47
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	<p>that only 20% of disadvantaged students are attaining average or above average scores for reading compared to 80% of non-disadvantaged students. 72% of disadvantaged students have a reading score of below average compared to 28% of non-disadvantaged students.</p>
3	<p><i>Lower scores in attitudes to Learning – Effort, Behaviour and Homework.</i></p> <p>Our observations and data show that a higher proportion of lower attaining disadvantaged students lack good learning behaviours. In particular, these students have less developed metacognitive/ self-regulation strategies which is most evident when they are faced with challenging work. Subsequently students lack the confidence and motivation to complete work at home. This is a common occurrence across the Curriculum. Higher risk of exclusion for disadvantaged students. Higher rates of suspension, C3 data, ISR (internal Suspension Room).</p>
4	<p><i>Lower than expected attendance to parents’ evenings/information evenings and open evenings from parents/ carers of disadvantaged students.</i></p> <p>On average 75% of parents/ carers engage in information evenings. Within this number the data shows that 50% of disadvantage students’ parents/ carers attend compared to 83.6% of non-disadvantaged students’ parents/ carers.</p>
5	<p><i>Lower than expected attendance and higher rates of persistent absence.</i></p> <p>Our attendance data indicates that the attendance gap between disadvantage and non-disadvantage is approximately 10%. Non disadvantage students have an attendance rate of 93.5% compared to disadvantaged students at 83.5%. The gap in persistent absence between non disadvantaged students and disadvantaged students is 23%. Our assessments and observations indicate that absenteeism is negatively impacting on disadvantaged students’ progress.</p>
6	<p><i>Lower than expected attainment in all subjects at the end of KS3 and KS4.</i></p> <p>Our attainment data indicates that 51% of our Y9 disadvantaged students make good attainment in all subjects at the end of KS3 compared to 72% of our non-disadvantaged students.</p> <p>At the end of KS4, 31% of disadvantaged students attained the national standards or higher for Progress 8, compared to 65% for our non-disadvantaged students.</p> <p>For reference, across the country, the national average for all students is 53%, for disadvantaged students it is 41% and for non-disadvantaged students it is 58%</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
<i>Increase attendance and punctuality and reduce persistent absence</i>	Attendance >85% Persistent absence reduced by 5% Punctuality- reduce the % of disadvantaged students who are late to 4 or more lessons to < 50%- current data = 66% of disadvantaged students were late to 4 or more lessons last year over the course of the academic year. (Y7-10 2023-2024) compared to 39% of non-disadvantaged students.
<i>Improve attainment among disadvantaged students across the curriculum at the end of KS3 & KS4</i>	<ul style="list-style-type: none"> • KS3 ATL 80% or better for disadvantaged students • KS3 80% of disadvantaged students on track • KS4 A8 average of at least a grade 4 • KS4 progress in line with the national average. (Measure in Y3- current Y9 students)
<i>Improve reading comprehension among disadvantaged students in Year 7.</i>	<p>Reading comprehension tests demonstrate improved comprehension and reading skills amongst disadvantaged students and a smaller disparity between scores of disadvantaged students and their non disadvantaged peers.</p> <ul style="list-style-type: none"> • 100% of disadvantaged students to improve their reading age as indicated by their standardised score.
<i>Improve attitudes to learning and self-regulatory skills among disadvantaged students across all subjects.</i>	<p>Attitude to learning data, teacher reports and classroom observations suggest disadvantaged students are better able to monitor and regulate their own learning.</p> <p>This finding is supported by homework completion rates across all classes and subjects.</p> <p>ATL 80% good or better for all disadvantaged students across all year groups.</p> <p>All behaviour related data shows termly improvements; C data (negative behaviour points)</p> <p>Rewards data</p> <p>Suspension data- including internal suspension.</p>
<i>Improve homework completion rates by disadvantaged students.</i>	<p>Homework data indicates that disadvantaged students are much less likely to engage and complete homework. Completion rates for homework are at 53% for the end of KS3 for disadvantaged students compared to 75% for non-disadvantaged students. This data has been collected from class charts.</p> <p>Target- by the end of Y9 70% of KS3 disadvantaged students to complete homework on a regular basis.</p> <p>Homework completion data for KS4 can be seen below.</p>

	Attitude Measure (Priority 3: Behaviour and attitude)	RP1 (80%+)		RP2 (85%+)	
	Y11 Homework (Dis/ ND)	71%		70%	
		53	79	51	78
	Y10 Homework (Dis/ ND)	68%		67%	
		51	78	49	78
	<p>This shows that completion rates are below the expected target of 85% and disadvantaged students are less likely to complete homework compared to non-disadvantaged students at KS4.</p> <p>Target- to increase attendance at homework clubs and subject Intervention sessions.</p>				
Improve attendance to targeted intervention sessions	Increase regular attendance of disadvantaged students to targeted after school intervention sessions.				
Reduction in NEETs post 16	<p>All Y10 students successfully complete WEX</p> <p>All students have at least one careers interview in Y11 to discuss Post 16 options</p> <p>All Y11 next destination plans in place</p> <p>0% NEETS</p>				
Increase attendance to Extra Curricular and Enrichment Clubs	>10% increase in attendance of disadvantaged students.				

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: £ 165,473

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increasing reading ages in Y7.</p> <ul style="list-style-type: none"> • Literacy intervention. • Lessons targeting students with RA below chronological age • Additional English lessons in Y7,8 and 9 • Whole school strategy of improving reading across the Curriculum-Disciplinary reading 	<p>Y7 100% increase their reading age. This strategy focuses on improving students' reading skills.</p> <p>Buddy reading programme- mentoring using Y10 students to help increase the reading skills and confidence of Y7 disadvantaged students.</p> <p>Continuation of DEAR and DEAL into form time.</p> <p>EEF toolkit; Reading comprehension strategies</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Increasing the number of classes for English, Maths, Science, Geography, History, MFL.</p> <p>135 hours of teaching. Extra 6 teachers to cover the extra classes</p>	<p>Smaller class sizes in core subjects to allow a more effective climate for learning and adaptive teaching/ support. This strategy supports Quality First teaching.</p>	6
<p>Implementation and embedding oracy into the Curriculum at all key stages.</p>	<p>Voice 21</p> <p>Development of Oracy Champions to deliver in house CPD</p>	1, 6

	Voice 21: Oracy Curriculum, Culture and Assessment Toolkit -... EEF (educationendowmentfoundation.org.uk)	
Development of Adaptive teaching- Quality first teaching	100% of staff involved in the instructional coaching strategy with a focus on developing adaptive teaching. Use of step lab as a monitoring/ recording platform. EEF blog: Moving from 'differentiation' to 'adaptive teaching' EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £ 494,301

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention for disadvantaged Y11 students in English, maths and Science- 2 x weekly. HOF and TLR holders to run the sessions.	Students improve their scores in English, Maths and Science. Pre and post tests will evidence this improvement over the 15-week period. 100% of students meet their individual targets set. EEF- Targeted academic support 2. Targeted academic support EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Mentoring programme for Y7-10 Double disadvantaged students (PP and SEND) once a week- programme focussing on developing study skills, confidence and resilience	Students improve their engagement in lessons- oracy and confidence. Student voice and ATL data to be used to evidence this impact. EEF- small group mentoring Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3
In house Alternative provision- EFD. KS3 and KS4 EC- extra teaching hours. Y9- Eng (3), Maths (3), Science (3), Hist (2), Geog (2), Music (1), Ethics (1) EFD- Y8- 6 students (10 hours EFD) x3	Alternative provision- Reduction in the number of suspensions. Reduced risk of permanent exclusions and increased attendance of the students on this programme. Smaller class sizes enable teachers to provide better quality of support, intervention and feedback in lessons. EEF- small group tuition	1, 2, 3, 5

hours (music, art, ethics) KS4- Y11 Group 1- (18 hrs), Group 2 (8 hrs), Group 3 (10 hrs)	Small group tuition EEF (educationendowmentfoundation.org.uk) EEF- reading comprehension strategies Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) EEF- Feedback Feedback EEF (educationendowmentfoundation.org.uk)	
Targeted intervention for Looked After Children.	Private tuition- EAL focus. EEF- small group tuition Small group tuition EEF Engagement Centre provision- improving attendance Supporting attendance EEF	1
Targeted intervention –Jan 2025 within BTEC IT lessons	Surplus staff deployed to teach EMS to a small cohort of students who will have completed their BTEC IT coursework in Jan 2025 EEF- small group tuition Small group tuition EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £ 302,534

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of student personal development programme across the curriculum, including form time	Increased number of students involved in leadership opportunities. Increased number of students taking part in extra-curricular activities on a regular basis. KS3 ATL 80% or better. Reduction in NEETS. This strategy focuses on the wider development of students' learning. EEF- meta cognition and self-regulation	3

	<p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF- social and emotional learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF-Behaviour interventions Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF- TA interventions Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	
Implement a range of strategies to increase attendance and reduce persistent absence; involvement of school education welfare officers, learning support mentors, AP and in school adjustments to the curriculum	<p>Persistent absence reduction by 5% Improve attendance of disadvantaged students by 5% to 88%.</p> <p>EEF-Behaviour interventions Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF- social and emotional learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF- small group mentoring Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>DfE guidance on attendance Working together to improve school attendance (applies from 19 August 2024)</p>	5
Increasing pastoral care within each year team.	<p>Increasing the capacity within each year team with the introduction of Assistant Heads of Year.</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	3
KS3 & KS4 engagement centre interventions in place for students at risk of suspension. Development of new KS3 EC.	<p>5% reduction in suspensions.</p> <p>EEF- social and emotional learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF- small group mentoring Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>EEF-Behaviour interventions Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	3

<p>Emotional regulation and wellbeing support from learning mentors</p>	<p>Behaviour data shows termly improvements, including consequence data and rewards data.</p> <p>EEF- social and emotional learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF-Behaviour interventions Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>Improve communication channels for parents to promote school events such as open evening and parent's evenings- development of using school cloud/ Meadowhead App and higher social media influence.</p> <p>Developing staff to hold meetings virtually and to help remove barriers for parents.</p>	<p>Aim to increase attendance of disadvantaged parents to school events by 10%. See an increase in the use of school cloud by disadvantaged students.</p> <p>Use of School Cloud and the Meadowhead App</p> <p>EEF- working with parents Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>Additional Safeguarding manager appointment to meet higher need.</p>	<p>Improving the safeguarding care within the school- promoting attendance and wellbeing of students.</p> <p>EEF- supporting attendance Supporting attendance EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Purchasing additional careers advice for students</p>	<p>Increasing capacity within the careers team to include x2 extra staff.</p> <p>Reduction in NEETS</p> <p>Increased number of students staying on into sixth form.</p>	<p>5</p>
<p>Removing barriers- Uniform, Trips, Equipment, Revision materials, Enrichment opportunities, Exam remarks</p>	<p>Increasing attendance in lessons and out of the classroom which contributes to the attainment of students.</p>	<p>1, 5</p>
<p>Introduction of breakfast attendance clubs and Homework clubs</p>	<p>Increasing attendance figures and lowering PA figures. Improving attainment of students by offering a homework club every night for all year groups.</p> <p>EEF- supporting attendance</p>	<p>1, 3, 5</p>

	Supporting attendance EEF (educationendowmentfoundation.org.uk) EEF- Homework Homework EEF (educationendowmentfoundation.org.uk)	
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Total budgeted cost: £ 962,308

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The data and narratives below highlight the impact that the various strategies had on raising attainment for disadvantaged students in 2023-2024

1. Improved attainment among disadvantaged students across the curriculum at the end of KS3 & KS4

Progress and attainment at KS4

Overall the results at KS4 (2024) show strong whole school outcomes with the Progress 8 score being 0.08. This score is based on provisional data as of November 2024. However, progress is significantly lower for disadvantaged students compared to non-disadvantaged students (-0.77). Comparison data shows the 13 disadvantaged students who accessed the KS4 Engagement Centre. These 13 students were complex cases and included students with severe mental health issues, poor attendance and school refusal issues.

With this data removed from the headline figures it highlights the significant impact that they had on the disadvantaged results.

The table below shows the KS4 data comparisons and headline figures.

	Overall Meadowhead disadvantaged	Overall non disadvantaged	Data minus KS4 EC disadvantaged students
% grade 5+ in EM	15.3%	65%	17.6%
% grade 4+ in EM	37.8%	80.5%	43.5%
A8 score	32.36	52.92	35.24
EBAC APS	2.61	4.51	2.85

The data shows that our non-disadvantaged students perform much better in all categories. There is a 50% difference in the amount of non-disadvantaged students compared to disadvantaged students who achieve a grade 5 or above in English and Maths. This figure improves slightly for the amount of ND (non disadvantaged) compared to D (disadvantaged) students who attain a grade 4 or above in English and Maths, where the % difference is 43.2%.

On average our ND students attain 20 points higher than D students and their average points score for EBAC subjects is 2 points higher than D students.

Some subjects performed particularly well with disadvantaged students. These courses often had a higher % of coursework contributing to the final grade. For example; Food preparation had 40% of disadvantaged students taking the course in 2024. Outcomes for these students exceeded RP1 predictions and showed a positive residual **0.31** (how the students compare to other subjects that they have taken). This means that these students achieved a third of a grade higher in Food compared to their other subjects.

This was also seen in BTEC HSC- 37% of the course were disadvantaged students and the overall residual for these students was 1.56- these students achieved a grade and a half higher in HSC compared to their other subjects.

2. Improved reading comprehension among disadvantaged students in Year 7

Year 7 Baseline data

RA	TOTAL	F	M	PP	NON-PP	SEND	EAL
12+	113	66	47	19	94	8	2
11/1-12	38	18	20	10	28	2	4
10/1-11	68	37	31	26	42	6	11

Year 7 Re test data

RA	TOTAL	F	M	PP	NON-PP	SEND	EAL
12+	117	66	51	21	96	6	3
11/1-12	51	28	23	12	39	3	4
10/1-11	59	27	32	27	32	11	8

The data indicates that the reading intervention programme that was introduced in Y7 did have a positive impact with both disadvantaged and non-disadvantaged students. The number of students who increased their reading age (11-12+) between RP1 and RP2 increased in both sub groups. Although the data shows that disadvantage students have made a slight increase the progress of non-disadvantaged students is more evident.

The school does recognise that the Reading Age test does not give an accurate score of ability and going forward we will be using the Standard Scores to assess progress and impact. Standardised scores have been generated for the present Y7 (2024) and will be used in the future for comparison data. Initial data shows the gap between disadvantaged students and non-disadvantaged students, particularly for students who are below average 24% of disadvantaged students compared to 6% non-disadvantaged students.

Reading Age	TOTAL	F	M	PP	Non-PP	SEND	EAL
116+	16%	15%	17%	8%	21%	2%	9%
85-115	69%	72%	65%	67%	71%	64%	56%
0-84	13%	11%	16%	24%	6%	30%	34%

3. Improved attitudes to learning and self-regulatory skills amongst disadvantaged students across all subjects.

The table below shows the RP2 and RP3 data for 2023-2024. RP1 data was based on a different set of criteria so no analysis was undertaken.

RP2 ATL	Y7	Y8	Y9	KS3 ALL
PP	88% (121)	82% (121)	82% (119)	85% (361)
NPP	96% (206)	93% (209)	90% (209)	93% (624)
ALL	93% (325)	89% (330)	87% (328)	90% (985)

RP3 ATL	Y7	Y8	Y9	KS3 ALL
PP	88% (120)	81% (122)	82% (119)	84% (361)
NPP	95% (203)	92% (210)	90% (209)	93% (629)
ALL	93% (323)	88% (332)	87% (325)	90% (990)

In relation to the success criteria, KS3 ATL was met (85% and 84%). This is the number of students who achieved a grade 1 or grade 2 for attitudinal data- preparation for learning, effort and behaviour, participation and homework. On average 7% of our disadvantaged students at KS3 perform less well against these criteria compared to the non-disadvantaged students.

4. Improved attendance to extra-curricular and NTP.

National Tutoring summary figures

186 students took part in the National Tutoring Programme during the academic year 2023-2024. This is an increase of 84 students from the previous academic year. Out of the 186 students 57 were disadvantaged and 129 were non disadvantaged. Overall 31% of disadvantaged students and 69% of non-disadvantaged students were involved in the NTP.

The data below shows the change in grade analysis between RP1 and RP3 for disadvantaged students who took part in the NTP last year 2023-2024.

NTP – Pupil premium eligible analysis 2023 – 2024

1. English

Category	Number of students	Change from RP1 to RP3 (RP1 to Exam)
Attended NTP at all	18	+0.00 +0.11
Attended at least 7 sessions	3	+0.00 +0.00
No NTP	79	-0.16 +0.13
Difference between regular attenders and others	N/A	+0.16 grades in favour of regular attendees -0.13

2. Maths

Category	Number of students	Change from RP1 to RP3 (RP1 to Exam)
Attended NTP at all	34	-0.05 -0.05
Attended at least 8 sessions	18	+0.06 +0.11
No NTP	67	-0.28 -0.24
Difference between regular attenders and others	N/A	+0.34 grades in favour of regular attendees +0.35

3. Science

Category	Number of students	Change from RP1 to RP3 (RP1 to Exam)
Attended NTP at all	26	+0.52 +0.22
Attended at least 7 sessions	7	+0.31 +0.13
No NTP	66	-0.20 -0.36
Difference between regular attenders and others	N/A	+0.51 grades in favour of regular attendees +0.49

4. Triple Science (Note: this is the cumulative change for the 3 individual sciences combined)

Category	Number of students	Change from RP1 to RP3 (RP1 to Exam)
Attended NTP at all	5	+0.6 +0.2
Attended at least 7 sessions	5	+0.6 +0.2
No NTP	5	-0.6 -1.6
Difference between regular attenders and others	N/A	+1.2 grades in favour of regular attendees (+0.40 per subject) +1.8 grades in favour of regular attendees (+0.60 per subject)

The data shows that the disadvantaged students who **regularly** attended the NTP programme for all subjects gained most progress between the x2 data collection points compared with students who did not take part in the programme.

Yellow shows the changes from RP1- RP3 and **green** shows the changes from RP1- Exam. The data shows that the NTP students who attended at least 7 sessions all made positive progress through the data collection points for English, Maths and Science, compared to the students who did not attend the NTP sessions. It is evident that the students who attended sessions on a regular basis made most progress overall.

Extra-Curricular provision

We have successfully been using the Evolve system to record attendance for our after-school provision. The system allows us to comprehensively log, monitor and evaluate our attendance to extra-curricular activities and clubs. This then allows a comparison between sub groups.

Year	Number of students in year	Number PP students in year	Number of students attending Clubs	Overall % attendance	Non PP Students attending	Non PP attending a club %	Number of PP students attending a club	% of PP attending a club	Number of PP students not attending a club	Total % of PP students not attending a club
7	321	120	288	89.72%	191	95.02%	97	80.83%	23	19.17%
8	331	122	203	61.33%	134	64.11%	69	56.56%	53	43.44%
9	325	119	182	56.00%	122	59.22%	60	50.42%	59	49.58%
10	326	129	136	41.72%	79	40.10%	57	44.19%	72	55.81%
11	327	103	282	86.24%	212	94.64%	70	67.96%	33	32.04%

This data shows that for every year group the number of disadvantaged students who attend an extra-curricular club is lower than non-disadvantaged students.

In Y7 the % of disadvantaged students who attend a club is relatively high but this then drops in Y8-10. In Y11 the % increases again. This is because of the extensive revision programme that is targeted at Y11 students- including passport to the prom, subject targeted intervention sessions alongside other extra-curricular clubs for creative subjects.

The table below shows the data for the previous year (2022-2023)

Year	Number of PP in year group	Number of PP attending	% of PP attending a club	Number of non-PP in year group	Number of non-PP attending	% of <u>Non-PP</u> attending a club
7	125	76	60.8%	206	166	81%
8	120	46	38.33%	212	103	49%
9	115	48	41.74%	211	86	41%
10	129	34	26.36%	197	55	28%
11	100	58	58%	225	206	92%

In comparison to previous data (2022-2023) we have seen an increase in the numbers of disadvantaged students attending an extracurricular club in every year group. This increase is also replicated with the non-disadvantaged students.

5- Increase attendance and reduce persistent absence

2023-2024 attendance for the school was 90.3% whole school and the persistent absence (PA) figure was 24.4% (2022-2023 this figure was 27.6%).

School attendance for **disadvantaged students was 82.8%** with a **PA figure at 45.1%** (2022-2023 this figure was 47%) compared to non-disadvantaged students with 93.5% and a PA figure of 13.5%.

Local Authority (LA) data (2023-2024) shows an attendance figure of 90.3% and for disadvantaged students this figure was 86.1%. The LA data for (PA) was 24.4%. The LA PA for non-disadvantaged students was 14.3% compared to the disadvantaged figure of 38.8%.

The national figure for all students in secondary schools was 92.8% with PA at 23.4%

Improving attendance for all students and in particular the attendance of disadvantaged students is a high priority for the school.

6- Reduction in NEETS Post 16

Y10 work experience- disadvantaged

	Work Exp-external	In School Prog	DNA (did not attend) expected	DNA (did not attend) unexpected	TOTAL
Pupil Premium	72	31	17	6	126
Non-PP	186	19	0	0	205
PP split	57%	25%	14%	4%	100%
Non-PP split	91%	9%	0%	0%	100%
Cohort split	78%	15%	5%	2%	100%
TOTAL	258	50	17	6	331

- 82% of PP students had a placement or engaged with the in-school programme.
- The 18% who didn't engage with either option include a number of low/non-attenders, Dual Reg students, absence and Engagement students. (17 had one such flag)
- Engagement centre students had access to the in-school programme and chose which aspects to engage with on an ad-hoc basis to best suit the needs of those students.

- The number of students who stayed in school to take part in the school led W/E programme was higher than last year (31 compared to 23).
- There were a significant number of disadvantaged students who did not attend any form of W/E placement – either expected or unexpected (23 students) compared to 0 non disadvantaged students.

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Y11 summer 2024 destinations

- 99% of students (327 cohort) had a post16 application in place before leaving Y11.
- Most popular destinations were Meadowhead Sixth Form (42%) and Sheffield College (32%)
- Key data indicates that there are 8-10 NEETS. 66% of these are disadvantaged students. 3 of the 9 students have been unsuccessful in attaining a Post 16 pathway but are on waiting lists for college.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils