

# **Pupil premium strategy statement**

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

- It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Holy Trinity Academy
Number of pupils in school	986
Proportion (%) of pupil premium eligible pupils	26.98
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2025-2028
Date this statement was published	16/12/25
Date on which it will be reviewed	01/09/26
Statement authorised by	Angus Neal
Pupil premium lead	Amanda Welsh
Governor / Trustee lead	Mrs S Fitzsimmons

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£221,625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£221,625

# Part A: Pupil premium strategy plan

## Statement of intent

All members of staff and the governing body accept responsibility for pupils who are socially disadvantaged, ensuring that their academic, pastoral, and social needs are met within a caring and nurturing environment rooted in gospel values. Guided by our commitment to excellent teaching, we strive for high achievement for all, enabling every child to develop a genuine love of learning. Through a vibrant and innovative curriculum tailored to the needs of each individual, pupils are supported to acquire the skills and abilities necessary to fulfil their God-given potential and prepare for meaningful adult life, including employment.

We place strong emphasis on individual care, guidance, and well-being—improving attendance, promoting positive behaviour, and ensuring that vulnerable learners are supported to thrive.

## Challenges

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

Challenge number	Detail of challenge
1	Analysis of the language used in assessments, KS2 QLA, and the types of text students are reading suggests that the cultural capital of PP students is not as developed as others. This does then not close the gap identified on NGRT scores for year 7.
2	Inconsistent approach across the school to key literacy and numeracy skills meaning students grasp of key skills is being hindered.
3	Lesson observation and quality assurance suggests that the whole school approach to equity for PP students is not consistent across all areas of school life.
4	Proportional representation suggests an imbalance in the number of PP students with h/w detentions.
5	Pupil and parent voice and attendance data suggests that not all PP parents and students are aware of the importance of attendance.
6	Analysis of data relating to repeat offenders for behaviour suggest an imbalance for PP students.
7	Internal and external reviews indicate that T&L strategies designed to support PP students are not consistently used across the school.
8	Exposure to a range of careers for PP students is below that of other.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Challenge number	Intended outcome	Success criteria
1.	<p>Reading is developed so that all students have full access to the curriculum and assessment.</p> <p>All students have developed a love of reading.</p> <p>The cultural capital of PP students is developed through the reading programme.</p> <p>Reading intervention programmes are effective for weaker readers.</p> <p>All staff are confident in approaches to develop cultural capital.</p> <p>Students are exposed to a wide range of high quality texts within curriculum areas.</p> <p>Students have access to a well resourced library.</p>	<p>Improvements in attitude to reading survey. Reading scores for PP students are in line with others by the end of year 8.</p> <p>SoL identify opportunities to explicitly develop cultural capital.</p> <p>Access to the curriculum for PP students is not hindered by their lack of experience.</p>
2.	<p>Key literacy and numeracy skills are reinforced across the curriculum.</p> <p>Additional support in core subjects is used to identify specific areas for development for groups of students and provide effective short-term interventions.</p>	<p>Increase the number of PP students achieving 5+ in English and Maths to be in line with others so that the number of PP students on level 3 courses is in line with others.</p> <p>Work scrutiny shows that literacy marking policy is consistently applied across the curriculum.</p> <p>Work scrutiny shows that cross curricular numeracy skills are consistently applied across the curriculum.</p>
3.	<p>The golden thread of identifying and overcoming barriers for PP students is evident across all areas of school life.</p>	<p>More positive response from PP interviews.</p> <p>Av ATL scores for PP students is in line with others.</p> <p>Proportional representation at extracurricular clubs and engagement in activities e.g. house competitions and trips is positive for PP students.</p>
4.	<p>Breakfast and curriculum PP parent meetings are effective in communicating the benefits of h/w and identifying and overcoming any barriers to h/w. The pastoral system is effective in engaging all PP parents.</p>	<p>100% attendance at PP parent support meetings.</p> <p>The % of students who are persistently getting h/w detentions is less than 23.5%</p>

5.	<p>Breakfast and curriculum PP parent meetings are effective in communicating the benefits of attendance and overcoming any barriers.</p> <p>The pastoral system is effective in engaging all PP parents.</p> <p>The return to school meetings for PP students are effective.</p>	<p>100% attendance at PP parent support meetings.</p> <p>The % of students who are persistently absent is less than 25%</p>
6.	<p>Profile, predict, prevent is routinely used for identifying interventions</p> <p>Interventions are routinely evaluated</p>	<p>Number of FTE for PP is below other.</p> <p>Number of repeat offenders for behaviour for PP students are in line with other</p>
7.	<p>T&amp;L strategies are focused on equity for PP students.</p>	<p>Av ATL scores for FG students is in line with others.</p> <p>More positive response from most able PP students.</p>
8.	<p>PP students are motivated by good IAG</p>	<p>Increase the number of PP students achieving 5+ in English and Maths to be in line with other so that the number of PP students on level 3 courses is in line with other.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £92,975

Activity	Evidence that supports this approach	EEF mnths	Challenge number(s) addressed
Deliver year 3 of the EFA programme with a focus on adaptive teaching.	<p>Visible learning for teachers: maximising impact on learning, Hattie, 2012, Routledge</p> <p>Not explicitly referenced, but the findings are indirectly referred to:</p> <p>Improving the impact of teachers on pupil achievement in the UK – interim findings, The Sutton Trust, 2011, available online <a href="https://www.suttontrust.com/wp-content/uploads/2020/01/2teachers-impact-report-final.pdf">here</a></p> <p><a href="https://www.suttontrust.com/wp-content/uploads/2020/01/2teachers-impact-report-final.pdf">https://www.suttontrust.com/wp-content/uploads/2020/01/2teachers-impact-report-final.pdf</a></p>	7	7
Embed literacy and numeracy approaches across the curriculum. Develop cross curricular activities. Embed skills with Sparx Maths and Reader.	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf</a></p>	5	2
Saturday school sessions	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	3	3

Reading intervention programme developed to include 4 waves of intervention.	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Publications_EvidenceBrief_ReadingAtTheTransition.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Publications_EvidenceBrief_ReadingAtTheTransition.pdf</a></p> <p><a href="https://www.youtube.com/watch?v=zKb14KTAfo4">https://www.youtube.com/watch?v=zKb14KTAfo4</a></p>	6	1
Resources for projects			3
Deep dive process to take place in all departments to ensure that the curriculum meets the needs of all vulnerable learners.	<p><a href="https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf">https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</a></p> <p><a href="https://evidence-based-education.thinkific.com/courses/take/Great-Teaching-Toolkit-Evidence-Review/texts/13569511-the-evidence-for-dimension-4">https://evidence-based-education.thinkific.com/courses/take/Great-Teaching-Toolkit-Evidence-Review/texts/13569511-the-evidence-for-dimension-4</a></p> <p><a href="https://evidence-based-education.thinkific.com/courses/take/Great-Teaching-Toolkit-Evidence-Review/texts/12421149-the-evidence-for-dimension-1">https://evidence-based-education.thinkific.com/courses/take/Great-Teaching-Toolkit-Evidence-Review/texts/12421149-the-evidence-for-dimension-1</a></p>	4	7
Participation in Professional Learning Programme delivered by RADY with a focus on new staff	<p><a href="https://www.teachwire.net/news/teach-primary-awards-2021-finalists-announced">https://www.teachwire.net/news/teach-primary-awards-2021-finalists-announced</a></p> <p>Winner 2021</p>		3
Provide resources for PP students to use at home. Seneca Premium.			3
PP SLT lead, lead teacher and advocate for Hope and Achievement lead to champion the needs of all vulnerable students and to support the implementation and review of PP plan	<p><a href="#">Diagnose your pupils' needs   EEF</a></p> <p><a href="#">Working with Parents to Support Children's Learning   EEF</a></p> <p>Matt Bromley, who has written extensively about disadvantage, states in this article for SedEd: 'And so, the task for schools is clear: we must actively seek out high-attainers from disadvantaged backgrounds, understand their specific barriers, and provide the challenge, 16 structure,</p>	4	all

	<p>and support that will allow them not just to survive, but to thrive.'</p> <p><a href="#"><u>Practical classroom strategies for high-attaining students</u></a></p>		
SMHW to monitor the delivery of h/w for all PP students and to provide additional support for parents	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	5	4
Member of staff in charge of LAC (% of SLT salary)			all
Take into account variety of cultural experiences in order to avoid accidental discrimination.	<a href="https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F">https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F</a>		1
Priority book marking	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	6	3
Department strategies to focus on the needs of PP students within curriculum areas			3
Continuous focus on praise within directed time.	<p><a href="https://evidence-based-education.thinkific.com/courses/take/Great-Teaching-Toolkit-Evidence-Review/texts/13536422-creating-a-supportive-environment">https://evidence-based-education.thinkific.com/courses/take/Great-Teaching-Toolkit-Evidence-Review/texts/13536422-creating-a-supportive-environment</a></p> <p>Conroy, M., Sutherland, K, Snyder, A. &amp; Marsh, S., (2008). <i>Classwide Interventions: Effective Instruction Makes a Difference</i>, <i>Teaching Exceptional Children</i>, 40, 6, pp 24-30</p> <p>Swinson, J. (2010). <i>Working with a secondary school to improve social</i></p>		3

	<p><i>relationships, pupil behaviour, motivation and learning, Pastoral Care in Education, Vol. 28, No. 3, pp. 181-194</i></p>	
	<p>Blaze, J, Olmi, D., Mercer, S., Dufrene, B. &amp; Tingstom, D., (2014). <i>Loud versus quiet praise: A direct behavioural comparison in secondary classrooms, Journal of School Psychology, 52, pp 349-360.</i></p>	
	<p>Schneider, MM., Hulac, DM., Mickelson, LR. &amp; Phillips, EK., (2020). <i>Middle school students' preferences for praise, Psychol Schs 2021;58:221-234</i></p>	
	<p>Conroy, M., Sutherland, K., Snyder, A., Al-Hendawi, M. &amp; Vo, A., (2009). <i>Creating a Positive Classroom Atmosphere: Teachers' Use of Effective Praise and Feedback, Beyond Behaviour, Vol. 18, No. 2, pp 18-26.</i></p>	
	<p>Sims, S., Outhwaite, L. &amp; Bennett, S., (2020). <i>Using 'approach goals' to increase student motivation for independent study: a randomised control field trial, Centre for Educational Policy and Equalising Opportunity, UCL<sup>^</sup></i></p>	

	<p>Henderlong, J. &amp; Lepper, M., (2002). <i>The Effects of Praise on Children's Intrinsic Motivation: A Review and Synthesis</i>, <i>Psychological Bulletin</i>, Vol. 128, No. 5, pp 774-795.</p> <p>Dix, P. (2017). <i>When the Adults Change Everything Changes</i>, <i>Independent Thinking Press</i></p>		
Tutor reading programme to include structure around vocabulary	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a>		1
Homework club	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	5	3,4
Breakfast club	<p>2024 Sutton Trust Report into 'taking hunger out of the classroom.'</p> <p>The 2021 evaluation of the National School Breakfast Programme found that schools who hosted breakfast clubs reported:</p> <ul style="list-style-type: none"> <li>• Improved pupil behaviour (94 per cent).</li> <li>• Healthier eating habits among pupils (95 per cent).</li> <li>• Readiness to learn (99 per cent).</li> <li>• Concentration in class (99 per cent).</li> <li>• Educational attainment (94 per cent).</li> <li>• Better social skills (93 per cent).</li> </ul> <p><a href="https://www.gov.uk/guidance/national-school-breakfast-club-programme">https://www.gov.uk/guidance/national school-breakfast-club-programme</a>  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p>	2 (primary)	6,7,8

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

Budgeted cost: £84,325

Activity	Evidence that supports this approach	EEF mnths	Challenge number(s) addressed
Switch on Reading	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/switch-on-reading">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/switch-on-reading</a>	3	1
6 <sup>th</sup> form reading ambassadors	<a href="#">EEF KS3 KS4 LITERACY GUIDANCE.pdf</a>	6	1
Develop routine, consistent evaluations of interventions	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a>		6
Laptops	<a href="https://www.suttontrust.com/wp-content/uploads/2021/01/Learning-in-Lockdown.pdf">https://www.suttontrust.com/wp-content/uploads/2021/01/Learning-in-Lockdown.pdf</a>		3
Curriculum visits	<a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Arts_Education_Review.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Arts_Education_Review.pdf</a>		1,3
Curriculum resources			3
Theatre visits	<a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Arts_Education_Review.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Arts_Education_Review.pdf</a>		1,3
Outdoor activity centre	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>		Unclear
Tutor interview. PP review.	<a href="https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F">https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F</a>		3
Study skills sessions for parents and students	Henderson, A. T. and Mapp, K. L. (2002). <i>A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement</i> . National Center for Family & Community Schools.		5,7

Priority careers apt.	<a href="https://www.educationandemployers.org/new-report-published-motivated-to-achieve/">https://www.educationandemployers.org/new-report-published-motivated-to-achieve/</a>		8
Priority participation in IAG activities	<a href="https://www.educationandemployers.org/new-report-published-motivated-to-achieve/">https://www.educationandemployers.org/new-report-published-motivated-to-achieve/</a>		8
Parent evening booking system to encourage parents to attend parent's evenings and track attendance. Call to invite in if haven't made an appointment. Priority booking for parent's evening	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	4	4,5
Follow up phone call after parent's evening to support parent's with future actions.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	4	4,5
Further develop the IAG programme	<a href="https://www.educationandemployers.org/new-report-published-motivated-to-achieve/">https://www.educationandemployers.org/new-report-published-motivated-to-achieve/</a>		8
First day call	<a href="https://challengingeducation.co.uk/wp-content/uploads/2021/02/Why-September-Matters.pdf">https://challengingeducation.co.uk/wp-content/uploads/2021/02/Why-September-Matters.pdf</a>		5
Return to school interviews	<a href="https://challengingeducation.co.uk/wp-content/uploads/2021/02/Why-September-Matters.pdf">https://challengingeducation.co.uk/wp-content/uploads/2021/02/Why-September-Matters.pdf</a>		5
Holiday revision programme	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	3	3
Enrichment tuition	<a href="#">Small group tuition   EEF</a>	4	4
Tutor time tuition programme	<a href="#">Small group tuition   EEF</a>	4	4
Advocate leads to provide focused support for work experience placements for vulnerable students	<a href="https://www.educationandemployers.org/new-report-published-motivated-to-achieve/">https://www.educationandemployers.org/new-report-published-motivated-to-achieve/</a>		8

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

Budgeted cost: £44,325

Activity	Evidence that supports this approach	EEF mnths	Challenge number(s) addressed
Expand parent information sessions to include all years	<p><a href="https://challengingeducation.co.uk/wp-content/uploads/2021/02/Why-September-Matters.pdf">https://challengingeducation.co.uk/wp-content/uploads/2021/02/Why-September-Matters.pdf</a></p> <p>Wiliam, D. (2016). <i>Leadership for Teacher Learning. Learning Sciences International</i></p> <p>Povey, J., Campbell, A. K., Willis, L, Haynes, M., Western, M., Bennett, S., Antrobus, E. &amp; Pedde, C. (2016). <i>Engaging parents in schools and building parent-school partnerships: The role of school and parent organisation leadership. International Journal of Educational Research</i>, 79, 128-141.</p> <p>Kay Wright and Susan Willis (2003). <i>Engaging Middle School Parents, Students, and Teachers in a Learning Community a Case in Point, Childhood Education</i>, 80:2, 54-58.</p> <p>Henderson, A. T. and Mapp, K. L. (2002). <i>A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. National</i></p>	4	3,4,5

	<i>Center for Family &amp; Community Schools.</i>		
Introduction of the Advocate for Hope and Achievement role with a focus on profile, predict, prevent			
Duke of Edinburgh Award	<a href="https://journals.sagepub.com/doi/abs/10.1111/j.1467-954x.2010.01927.x">https://journals.sagepub.com/doi/abs/10.1111/j.1467-954x.2010.01927.x</a>		1,3
Enrichment activities	<a href="https://journals.sagepub.com/doi/abs/10.1111/j.1467-954x.2010.01927.x">https://journals.sagepub.com/doi/abs/10.1111/j.1467-954x.2010.01927.x</a>		3
Music lessons	<a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Arts_Education_Review.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Arts_Education_Review.pdf</a>	0	3
Development of the school library to include pupil voice	<a href="https://www.oecd-ilibrary.org/pisa-2009/pisa-2009-results-learning-to-learn_en">PISA 2009 Results: Learning to Learn (EN)</a>		1

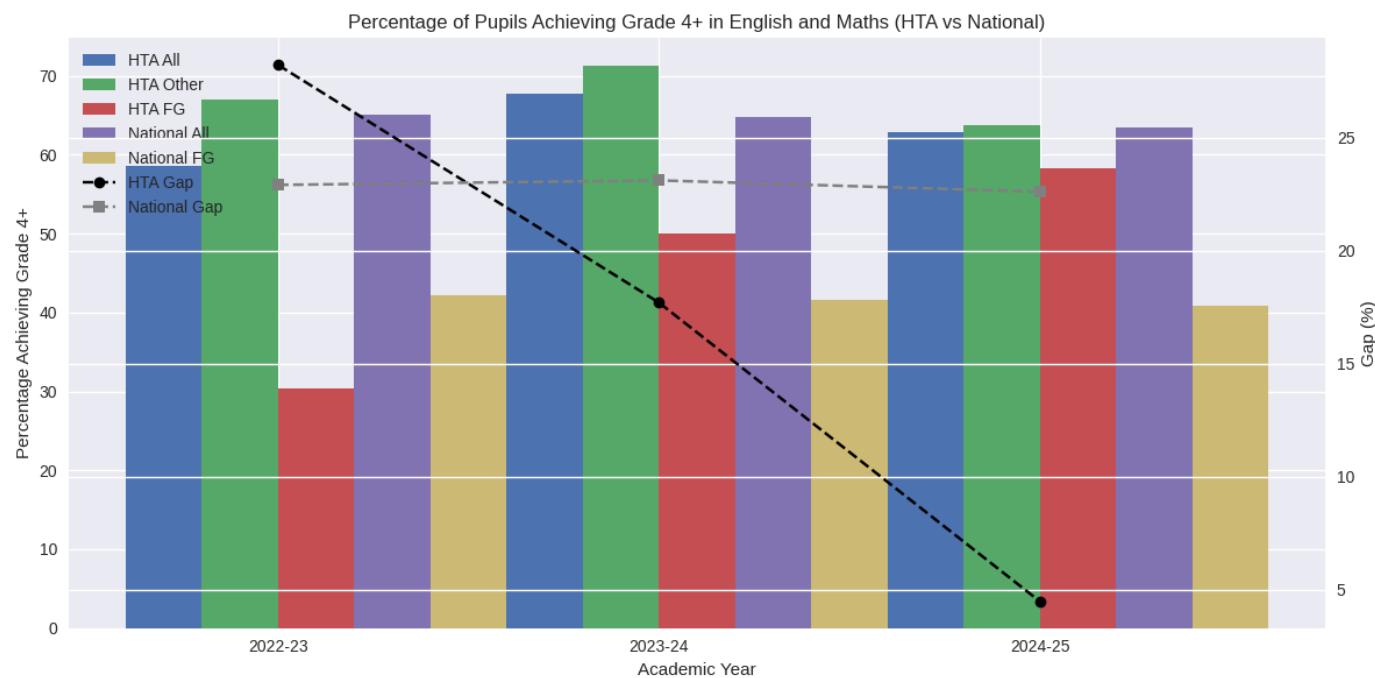
**Total budgeted cost: £221,625**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

The gap between PP and other for grade 4+ significantly reduced last year.



Challenge 1 Reading is developed so that all students have full access to the curriculum and assessment

- In order to ensure that access to the curriculum for FG students is not hindered by their lack of reading skills or cultural capital
- We further developed the tutor reading programme to include feedback from students and staff, developed the school library, continued with the switch onto reading intervention, continued with a focus on reading above their pay grade and using high quality texts within the curriculum and facilitated theatre visits and curriculum visits.
- As a result, reading ages for students on the Switch on programme improved by an average of 17mnths (one student increased by 4yrs 5mnths). The average number of student loans from the library increased.
- We know this because of NGRT scores, Ollie information from the library, coaching visits, attitude to reading survey and pupil voice.
- The impact on students was greater access to the curriculum.

## Challenge 2 key literacy and numeracy skills are reinforced across the curriculum

- In order to increase the number of FG students achieving 4+ in English and Maths to be in line with other so that the number of FG students on L3 courses is in line with other.
- We used additional support in maths to identify specific areas for development for groups of students and provided effective short-term interventions, further developed a common cross curricular approach to key skills in maths and continued to follow the whole school approach to literacy marking and continued with Sparx Maths and Reader.
- As a result results from check out tests (CoT) improved. The number of students unable to access basic timetables reduced. Improvements in the whole school approach to literacy were NOT noted. The gap between FG and other reduced to 4.5 (awaiting NEET information)
- We know this because of assessment data and work scrutiny.
- The impact on students was improved attainment in English and Maths, enabling more PP students to access Level 3 courses.

## Challenge 3 The golden thread of identifying and overcoming barriers for PP students is evident across all areas of school life.

- In order to ensure equity in all lessons
- We engaged in the professional Learning programme (PLP)
- As a result, staff tailored their lessons to the needs of our FG students
- We know this because QA and pupil voice was very positive. Exam data evidenced a significant reduction in the gap between FG and Other. Average attitude to learning (ATL) scores improved slightly.
- The impact on students was improvement in outcomes.

## Challenge 4 Breakfast and curriculum PP parent meetings are effective in communicating the benefits of h/w and identifying and overcoming any barriers to h/w. The pastoral system is effective in engaging all PP parents.

- In order to ensure that all FG parents are fully informed of the strategies to support their child
- We changed the time of the breakfast meeting to fit in with year 7 settling in evening. Follow up letters for non-completion of h/w. Follow up calls for non-attendance.
- As a result, all parents who attended the meeting are set up on all platforms and are aware of the support that is in place and of the importance of homework.

- We know this because tech support was provided during the evening. These parents are communicating effectively and engaging with school. Parent voice during the evening.
- The impact on students was improvement in communication between home and school. However, overall, the reduction in h/w detentions compared to the previous year is minimal.

Challenge 5 Breakfast and curriculum PP parent meetings are effective in communicating the benefits of attendance and overcoming any barriers.

The pastoral system is effective in engaging all PP parents.

The return to school meetings for PP students are effective.

- In order to ensure that PP attendance is in line with other
- We did first day call and return to school interviews
- As a result, the attendance gap increased but only slightly and is still well above National
- We know this because of attendance data
- The impact on students was more consistent access to learning

Challenge 6 Profile, predict, prevent is routinely used for identifying interventions

Interventions are routinely evaluated

- In order to reduce the number of behaviour points received by PP students
- We expanded the pastoral team to include Head's of Year
- As a result the gap between FG and Other has increased
- We know this because of behaviour data
- The impact on students was negative

Challenge 7 T&L strategies are focused on equity for PP students.

- In order to improve outcomes for FG students
- We ensured that all staff were using PLP strategies to deliver equity in the classroom and find out what students know at the point of learning
- As a result outcomes for FG students increased, pupil voice was positive, average ATLs increased slightly
- We know this because of exam data, lesson observations, ATL scores and pupil voice
- The impact on students was greater engagement and improved progress

## Challenge 8 PP students are motivated by good IAG

- In order to ensure that PP students broaden their engagement and experience of careers
- We developed a careers programme with a focus on PP. Priority careers appointments, participation in NCOP activities.
- As a result the number of engagements with employers for PP students increased, but the number of FG students who didn't secure a work experience placement decreased.
- We know this because of Unifrog data.
- The impact on students was better engagement in lessons leading to an improvement in outcomes.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Embedding Formative Assessment	SSAT

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Staff monitoring of service pupil premium students compared to the wider school population.  Intervention strategies put into place by departments and good practice shared at regular intervals.  Monitoring of service students' attendance by pastoral staff; back to school meetings held

	<p>for these students to offer support and identify any issues affecting attendance.</p> <p>Introduction of a mentoring programme for Year 11 services students.</p> <p>Increased contact between pastoral staff and parents to offer support, be aware of deployment plans, etc.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>The introduction of support and communication systems for students with deployed parents helped them to deal with the social and emotional pressures that may have followed.</p> <p>The mentoring program helped our services students to negotiate the academic and pastoral challenges of GCSE year, including preparation for post-16 education. It also gave them an advocate for their best interests in school.</p>

