

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2024-25 academic year to help improve the attainment of our disadvantaged pupils.

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

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School overview

Detail	Data
School name	Ernest Bevin Academy
Number of pupils in school	647
Proportion (%) of pupil premium eligible pupils	209 of 471 (Y7-11) (44%)
Academic year/years that our current pupil premium strategy plan covers (3yr plans are recommended)	2022-2025 (2024-25 is Year 3 of this 3yr plan)
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Tracy Dohel
Pupil premium lead	Dan Blakemore
Governor lead	Stuart Slingsby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£216,315 (Per pupil funding of £1,035, for 209 students)
Total budget for this academic year	£216,315

Part A: Pupil Premium strategy plan

This statement details our school's use of Pupil Premium funding.

Statement of intent

Ernest Bevin Academy is committed to ensuring the progress, achievement and well-being of all our pupils. We recognise the need for measures to be taken to close the gap in achievement and progress which is evident nationally between pupils from disadvantaged backgrounds and their more privileged peers. The Pupil Premium enables us to provide additional resources and opportunities, with the intention of diminishing this difference, thereby ensuring that all our pupils are supported to fulfil their potential.

Ambition and vision

In order to diminish the achievement difference between our pupils eligible for Pupil Premium Funding and their peers we endeavour to foster engagement with learning and school life, to develop skills, facilitate participation, raise aspirations and maximise achievement. This is in line with our new school values; ambition, perseverance and unity.

Pupil Premium

The pupil premium grant is additional funding for publicly funded schools in England. It is a school-level grant that gives schools extra resources to help them meet challenges, including those arising from deprivation. In the 2024 to 2025 financial year, secondary schools will receive £1,035 for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years.

The funding is allocated for schools to:

- Improve the academic outcomes of disadvantaged pupils of all abilities
- Close the attainment gap between disadvantaged pupils and their peers across the country

The DfE state that school leaders are best placed to decide how to use the pupil premium to improve disadvantaged pupils' academic attainment. The needs of all pupils should be assessed, and the grant used to make maximum impact in the school. Pupil needs will differ and will cost differing amounts to address. There is no expectation that schools should spend the grant only on eligible pupils, or on a per eligible pupil basis. For example, £1,035 is allocated for each eligible secondary pupil counted in the school census but this does not mean that £1,035 extra has to be spent on every pupil. Some of the most effective spending will be on whole school strategies, including improving the quality of teaching, which have the potential to impact positively on all pupils.

Pupil Premium funding for Looked-after Children

For those children in care, funding is passed to the 'Home Borough' Virtual School and not to the school the child attends. The Virtual School retains some of the funding centrally to commission services or activities that will benefit Wandsworth Looked After Children holistically. The remainder is allocated on the basis of individual learning need as set out in the Personal Education Plan (PEP). Extra funding can be requested per term, per child, via the PEP and further amounts will be agreed only at the discretion of the Virtual School Head teacher.

Pupil Premium funding for Previously Looked-after Children

Pupil Premium for permanently placed children (often referred to as Pupil Premium Plus, or PP+) was introduced in 2014 in recognition that children who ceased to be looked after as a result of adoption, a Special Guardianship Order (SGO) or a Care Arrangements Order (CAO) often require extra support and help in school in view of their early life experiences. This is paid directly to the school only if parents declare their child's eligibility. Pupil Premium Plus is used to support these children emotionally, socially and educationally, but is not ring-fenced either to the eligible cohort of children, or to an individual eligible child.

Service Pupil Premium

Additional funding is available to offer mainly pastoral support to help mitigate the negative impact on service children of family mobility or parental deployment. Service personnel with children in state schools in England must notify the school of their children's eligibility for the Service Pupil Premium (SPP) in order for this to be accessed.

Summary of the main challenges to achievement for eligible pupils:

- Behavioural and emotional issues which affect pupils' learning
- Attendance
- Parental engagement
- The number of pupils who are in receipt of Pupil Premium and are also on the SEND register for cognition and learning
- Lack of opportunity to engage with activities and experiences which will raise pupils' aspirations

The Academy recognises that pupils in receipt of Pupil Premium funding have varying needs and therefore not all these barriers will be applicable to every pupil who is in receipt of the funding. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across a broad and balanced curriculum.

They should have the same curriculum opportunities as any other pupil. Our vision for the Pupil Premium spend is that it addresses the various barriers a Pupil Premium pupil may face; these will be different for every child. We always consider the challenges faced by vulnerable pupils and look closely at the context of our school and local area to ensure our actions are targeted in the right areas.

Some of the needs are contextual to our academy; For example, we have pupils open to services, pupils who are young carers, and a high number of pupils classified as vulnerable, each with their own individual challenges.

As a school we look closely at data to enable us to close the gaps and offer bespoke and personalised support for individual pupils. High-quality teaching, high standards of behaviour, excellent attendance and strong curriculum design are at the heart of our approach, with a focus on areas in which disadvantaged pupils 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 pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure that academic progress and pastoral welfare go hand in hand

Challenges

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

1	<p>The English attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that pupils particularly struggle with aspects of English where high-level vocabulary is required.</p> <p>Assessments on entry to year 7 in the last 3 years indicate that a greater number of our disadvantaged pupils arrive below age-related expectations compared to their non-disadvantaged peers. Subsequent internal and external (where available) assessments show that this gap widens by around during pupils' time at our school.</p>
2	<p>Assessments (completed at Primary School, and when they join us in Year 7), along with observations and discussion with key stage 3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 this year, a greater number of our disadvantaged pupils arrive below their chronological reading age, when compared to non-disadvantaged peers.</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths.</p>
4	<p>Our observations suggest lower attaining disadvantaged pupils often have lower metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is evident across the curriculum.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.</p> <p>This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils is on average, lower than for non-disadvantaged peers.</p> <p>Persistent absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>In a 'post-covid' educational landscape, there are significant concerns nationally about students' attendance to school, and the emergence of a more PA students. Although our attendance processes are rigorous, we are not immune to these emerging national issues.</p>
7	<p>Our pastoral work and observations, borne out by national data, suggests disadvantaged pupils are less likely to experience consistent, key stability factors in their home life, and benefit significantly from consistent expectations on site, and clear pastoral care.</p>
8	<p>Our pastoral work and observations, borne out by national data, suggests disadvantaged pupils are less likely to benefit from clear, structured, academic support in the home</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
Improved attainment among disadvantaged pupils across the curriculum at the end of key stage 4, with a focus on EBACC subjects.	<p>In Summer 2023, fewer pupils in receipt of Pupil Premium funding were entered for the English Baccalaureate compared to non-disadvantaged peers.</p> <p>By September 2025, we aim for our KS4 outcomes for disadvantaged students to demonstrate:</p> <ul style="list-style-type: none"> • Both the attainment and progress gaps between PP and non-PP pupils has been reduced, with a long-term aim of zero gap. • Attainment 8 is in line with boys' national average. • EBacc entry in line with national average
Improved reading comprehension among disadvantaged pupils across key stage 3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>The data then feeds into a suite of interventions, both classroom and non-classroom based, designed to support students in improving standards of literacy.</p>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing, demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations shows little disparity. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils (In line with national average)	<p>Sustained high attendance, demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4% in line with 96% attendance target, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%. • the percentage of all pupils who are persistently absent including those who come from disadvantaged backgrounds to be at least in line with national averages.
To support improvements in ambition, career aspirations and social mobility for all pupils, particularly disadvantaged pupils.	<p>To support improvements in ambition, career aspirations and social mobility for all pupils, particularly disadvantaged pupils.</p> <p>Improvements in careers education and tracking for PP students, as evidenced by a careers participation tracker. Engagement in enrichment opportunities for all pupils will improve even further, as evidenced by participation rates.</p>

Activity in this academic year – 2024/2025

This details how we intend to spend our pupil premium **this academic year – 2024/2025** to address the challenges listed above. In line with DFE guidance, where schools and academies are advised to have a ‘3 year’ plan, many components of this spending have been carried over from 2022/23 and 2023/24 plans. To effectively illustrate this carry-over, the following should be noted.

1. Where we have decided that an item of spending from 2022-23 and 2023/24 plans has been effective, and we plan to continue, and note has been added labelled ‘*Note – continuation from existing plan.*’
2. Where we have decided that an item of spending from 2022-23 and 2023-24 plans has not been effective, and we plan to continue, this has been removed and the money allocated to a component which we anticipate will be more impactful
3. Where this is new spending, and not part of the 2022-23 or 2023-24 plans, and note has been added, labelled ‘*Note – new activity for 2024-25*’

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£52,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly. <u>Note</u> – continuation of spending within existing plan	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3
Improving literacy in all subject areas in line with recommendations <u>Note</u> – continuation of spending within existing plan	Acquiring direct instruction literacy is key for pupils as they learn new, more complex concepts in each subject:	2

<p>Enhancement of our maths teaching and curriculum planning in line with DfE key stage 3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p> <p><u>Note</u> – continuation of spending within existing plan</p>	<p>The DfE non-statutory key stage 3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 4</p>
<p>In the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> <p><u>Note</u> – continuation of spending within existing plan</p>	<p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	
<p>Creating smaller class sizes in Year 7 and Year 8</p> <p><u>Note</u> – continuation of spending within existing plan</p>	<p>Smaller class sizes increase the range of approaches a teacher can employ and the amount of attention each student can receive will increase, improving outcomes for pupils. Reducing class size has a positive impact, especially on younger children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	<p>1 and 2</p>

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

Budgeted cost: **£58,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p> <p><u>Note – continuation of spending within existing plan:</u> Following review of 2022-24 data, we moved away from whole-class sessions for 2023-24, and for this activity, and instead focused on smaller, targeted groups on a 6-week cycle.] We believe this is the best approach moving forward.</p>	<p>Reading comprehension strategies can have a positive impact on pupils’ ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Retention of academic mentors to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p><u>Note – continuation of spending within existing plan</u></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3

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

Budgeted cost: **£106,135**

Activity	Evidence that supports this approach
<p>Providing breakfast for PP students upon arrival at the college, between 8:15-8:45am</p> <p><u>Note</u> – continuation of spending within existing plan</p>	<p>Pupil behaviour, as measured by a teacher survey, improved in breakfast club schools.</p> <p>Also, findings suggest that, where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club; this could be due to the content of the breakfast itself or to other social or educational benefits of the club.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>
<p>Provide Intervention for specific pupils who require support with regulating their behaviour and emotions.</p> <p><u>Note</u> – continuation of spending within existing plan</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p>
<p>Development of cultural capital - Peripatetic Music Lessons</p> <p><u>Note</u> – continuation of spending within existing plan</p>	<p>Structured music lessons significantly enhance children’s cognitive abilities — including language-based reasoning, short-term memory, planning and inhibition — which lead to improved academic performance.</p> <p>https://blog.frontiersin.org/2018/04/19/neuroscience-music-lessons-cognitive-skills-academicperformance/</p> <p>Additionally, we must consider the non-academic impacts, which are often more difficult to quantify and/or measure, such as increases in confidence.</p>

<p>Development of cultural capital - Subsidising of PP student attendance to trips, holidays and events</p> <p><u>Note</u> – continuation of spending within existing plan</p>	<p>Evidence suggests that trips can have a positive impact on learning of facts and concepts. Documented learning gains are often relatively small, but small effects are not surprising given the one-off nature of most school trips.</p> <p>We also must consider the non-academic impacts, such as increases in confidence, ambition and improvements in work-ethic.</p> <p>https://www.tandfonline.com/doi/pdf/10.1080/10645570802355562</p> <p>Additionally, we must consider the non-academic impacts, which are often more difficult to quantify and/or measure, such as increases in confidence, a</p>
<p>Retention of Pastoral mentor for both Y7-11, and 6F to provide pastoral support, advice and guidance where necessary.</p> <p><u>Note</u> – continuation of spending within existing plan</p>	<p>Evidence suggests work to support pupils in meta-cognition, self-regulation, as well as social and emotional learning approaches, have a positive impact on both academic outcomes for pupils, and will support pupils in maintaining boundaries and consistent expectations.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>
<p>Use of external pastoral agencies, such as Mentivity, 'The Bike Man', Journey of Hope and Evolve, to provide pastoral support, mentoring, and career-aspirations related work for pupils at risk of PEX, and those pupils with acute pastoral needs</p> <p><u>Note</u> – continuation of spending within existing plan</p>	<p>Evidence suggests work to support students in meta-cognition, self-regulation, as well as social and emotional learning approaches, have a positive impact on both academic outcomes for pupils, and will support pupils in maintaining boundaries and consistent expectations.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>

<p>Effective and targeted use of School counsellor to support pupils with pastoral, emotional, and/or mental health needs</p>	<p>Evidence suggests work to support pupils in meta-cognition, self-regulation, as well as social and emotional learning approaches, have a positive impact on both academic outcomes for pupils, and will support pupils in maintaining boundaries and consistent expectations.</p>
<p><u>Note</u> – continuation of spending from existing plan</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>
<p>Additional ELSA training for staff within the college to provide acute and bespoke support.</p>	<p>Evidence suggests work to support pupils in meta-cognition, self-regulation, as well as social and emotional learning approaches, have a positive impact on both academic outcomes for pupils, and will support the maintenance of boundaries and consistent expectations.</p>
<p><u>Note</u> – continuation of spending from existing plan</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>
<p>Hardship Fund to be used to support families financially with uniform and equipment issues, and where needed breakfast.</p>	<p>When successfully incorporated into a broader school improvement process, which includes the development of a school ethos and the improvement of behaviour and discipline, uniform can have a positive impact on many areas, and so supporting pupils financially is a sensible approach.</p>
<p><u>Note</u> – continuation of spending from existing plan</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>
<p>Summer School for new Year 7</p>	<p>Summer schools have a positive impact on average (three months' additional progress), but are expensive to implement. Providing additional support during the school year may be a more cost-effective approach to improving outcomes.</p>
<p><u>Note</u> – continuation of spending from existing plan</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>

<p>Year 11 Revision Guides, and additional resources</p> <p><u>Note</u> – continuation of spending from existing plan</p>	<p>Supporting Year 11 pupils by providing resources and revision guides can have positive impact ability and willingness to study, and can have measurable impact on both progress and attainment. For core subjects, PP students will be provided with revision guides before the November mock exams.</p> <p>https://core.ac.uk/download/pdf/82925.pdf</p>
<p>This includes training for support staff, collaboration with our local behaviour coordinator and teacher release time.</p> <p>Appointment of a Healthcare coordinator to provide support to individuals well- being and care</p> <p><u>Note</u> – continuation of spending from existing plan</p>	<p>EIF’s report on adolescent mental health found good evidence that CBT interventions support young people’s social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>
<p>Embedding principles of good practice set out in DfE’s Improving School Attendance advice.</p> <p>Staff will receive training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.</p> <p><u>Note</u> – continuation of spending from existing plan</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>
<p>Contingency fund for acute issues.</p> <p><u>Note</u> – continuation of spending from existing plan</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified, such as providing tailored alternative provision.</p>

Total Budgeted Cost

£240,120

Part B: Review of outcomes in the previous academic year – 2023/2024

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Aim	Outcome																														
<p>Improved attainment and progress among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.</p>	<p>P8 for the school was 0.6, placing us near the top of Wandsworth schools, and significantly above national average for boys.</p> <p><u>Attainment</u></p> <table border="1" data-bbox="612 555 1337 663"> <thead> <tr> <th></th> <th><u>A8</u> (PP)</th> <th><u>A8</u> (Non-PP)</th> <th></th> </tr> </thead> <tbody> <tr> <td>2023-24</td> <td>46.2</td> <td>48.9</td> <td>Gap of 2.7</td> </tr> <tr> <td>2022-23</td> <td>36.9</td> <td>47.2</td> <td>Gap of 9.3</td> </tr> </tbody> </table> <p><u>Progress</u></p> <table border="1" data-bbox="612 734 1337 842"> <thead> <tr> <th></th> <th><u>P8</u> (PP)</th> <th><u>P8</u> (Non-PP)</th> <th></th> </tr> </thead> <tbody> <tr> <td>2023-24</td> <td>0.39</td> <td>0.62</td> <td>Gap of 0.23</td> </tr> <tr> <td>2022-23</td> <td>-0.37</td> <td>0.66</td> <td>Gap of 1.03</td> </tr> </tbody> </table> <p>The progress gap between PP and Non-PP students closed significantly in 2023-24, compared to the previous year.</p> <p><u>Ambition of our curriculum:</u></p> <table border="1" data-bbox="612 1021 944 1128"> <thead> <tr> <th></th> <th>EBACC (PP)</th> </tr> </thead> <tbody> <tr> <td>2023-24</td> <td>0.33</td> </tr> <tr> <td>2022-23</td> <td>-0.37</td> </tr> </tbody> </table> <p>More PP students were entered in 2023-24, compared to 2022-23. These numbers are in line with other key groups, suggesting we have an academic ambition for PP students which matches that of Non-PP peers.</p>		<u>A8</u> (PP)	<u>A8</u> (Non-PP)		2023-24	46.2	48.9	Gap of 2.7	2022-23	36.9	47.2	Gap of 9.3		<u>P8</u> (PP)	<u>P8</u> (Non-PP)		2023-24	0.39	0.62	Gap of 0.23	2022-23	-0.37	0.66	Gap of 1.03		EBACC (PP)	2023-24	0.33	2022-23	-0.37
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<p>Improved reading comprehension among disadvantaged pupils across key stage 3.</p>	<p>Reading age data showed the improvement of reading ages of several sub-groups over the course of the 2023-24 academic year, and during term 1 of 2024-25</p> <p>Specifically:</p> <ol style="list-style-type: none"> 1. Year 7 students: There was an improvement in NGRT standardised reading scores for all students in Year 7, with an improvement from 52% students 'below' standard reading age, to 39%. For PP students, there was an equivalent improvement from 56% to 43% 2. Year 8 students: There was an improvement in NGRT standardised reading scores for all students in Year 8, with an improvement from 44% students 'below' standard reading age, to 36%. For PP students, scores remained largely the same, suggesting this work has not yet had the impact we are confident it will <p>There is a strong correlation between SEND and PP students, especially in Years 7 and 8 in both 2023-24 and 2024-25; to improve the effectiveness of our approach, we have invested in training for an additional LSA to become further trained in literacy.</p>																														

<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Teacher reports and class observations suggested that pupils improved their ability to monitor and regulate their own learning over 20223-24, and disadvantaged pupils did not see slower improvements here. This assertion is supported by supported by homework completion rates across all classes and subjects.</p> <p>Behaviour data for disadvantaged pupils suggested that, although these pupils receive marginally more behaviour-based sanctions than their peers, this gap is smaller than national data would suggest, and the gap is closing. Spending on personalised support in 2023-24, which more than proportionately positively impacts upon PP students, has had an impact here:</p> <ul style="list-style-type: none"> - 27 students regularly accessed counselling throughout 2023-24, 61% of whom are PP - 49% of these students also accessed ELSA support - Of the students who also access other interventions, 66% of these were PP - Anonymised case-studies show clear impact on individuals <p>Similarly, punctuality data for disadvantaged pupils suggested that, although these pupils receive marginally more punctuality-based sanctions than their peers, this gap is smaller than national data would suggest, and the gap is closing.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Use of our hardship funding has had significant impact in numerous areas, including:</p> <ul style="list-style-type: none"> - Emergency food vouchers for a small number of students, improving physical wellbeing. - Uniform support for 25 different families - Purchasing of water bottles - Laptops loaned, ensuring students have the resources to work from home - Covering hot meals at lunch for students who sit just outside the FSM threshold <p>These components of spending has improved physical wellbeing and welfare of students, helped to secure attendance to school, and positive contributed to progress and attainment.</p> <p>Student voice throughout 2023-24, gathered through surveys, the wellbeing committee, and the students council, suggested that:</p> <ul style="list-style-type: none"> - The vast majority of pupils felt cared-for and safe in the college - Safeguarding processes are solid, and all students knew how to disclose, of where to seek support - Most pupils thought wellbeing was something the academy took seriously, and our policies and approaches lent themselves to this - Time was devoted to wellbeing, mental and physical health in tutor times, PSHE, and assemblies <p>Data shows that our enrichment and sports provision has been successful in engaging all students in these activities, but also we have been particularly successful in targeting and engaging disadvantaged students.</p>

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils (In line with national average)

In the first two years of this plan, we saw an improvement in attendance of PP students.

In 2023-24, this improvement stagnated slightly, where the gap in attendance between PP and Non-PP students widened slightly.

However, further rigor in our attendance processes in 2024-25 have seen this gap close again, and our attendance figure surpass both local and national averages, for both PP and Non-PP students.

	Attendance %		% PA	
	PP	Non-PP	PP	Non-PP
2024-2025 (Up to Fri 30/11/24)	91.1%	94.2%	26.8%	16.2%
	Gap of 3.1%		Gap of 10.4%	
2023-2024 (upto May ½ Term)	90.7%	94.6%	25.0%	13.7%
	Gap of 3.9%		Gap of 11.3%	

This data suggests that our work on attendance is making an impact.