



King Edward VI School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged students.

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
King Edward VI School	
Number of students in school	1202
Proportion (%) of pupil premium eligible students	230 (19.1%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3-year strategy 2024 – 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	D O'Regan
Pupil premium lead	T Grey
Governor	C Huggins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£252,000
Recovery premium funding allocation this academic year	£18,000
Pupil premium funding carried forward from previous years	£23,000
Total budget for this academic year	£293,000



Part A: Pupil premium strategy plan

Statement of intent

As a mixed comprehensive school, we foster an inclusive culture to promote and sustain ambitious outcomes for all of our students, irrespective of their backgrounds or starting points. We recognise the broad and variable challenges that our vulnerable students face and seek to support disadvantaged learners to reach aspirational goals through effective strategic planning for the Pupil Premium.

Our Pupil Premium strategy centres around the following key aims:

- High-quality adaptive teaching meets the needs of all students in the classroom
- The latest evidence-informed educational research remains at the heart of developing teacher practice (Educational Endowment Foundation, Sutton Trust, Marc Rowland)
- Progress and attainment gaps between disadvantaged students and their non-disadvantaged peers are reduced and removed
- Our ambition for the improved outcomes for disadvantaged students does not detrimentally affect our same ambition for non-disadvantaged students
- The attendance of disadvantaged students will at least match that of the whole school
- Specific barriers to success will be identified and effectively removed
- High-quality CIAEG supports ambitious careers pathways for all students
- Extra-curricular opportunities and educational visits offer the broadest experiences and opportunities for all students
- Strategy is planned to work alongside additional funding methodologies



Challenges

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

Challenge number	Detail of challenge
1 Gaps in Attendance	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged students averages 7.8% lower than for non-disadvantaged pupils. This gap is due to PP attendance remaining static whilst non-PP attendance improving year-on-year. The attendance gap has widened both in school, and nationally, prompting a national review of attendance policies in schools.</p> <p>Our assessments and observations indicate that absenteeism is having significant negative impact on disadvantaged students' progress, FSM students in particular. There is a direct correlation between students who have rates of attendance lower than 95%, and their academic outcomes at GCSE.</p>
2 Gaps in Reading, Writing, and Oracy	<p>Low levels of literacy and reading comprehension on intake from Year 6 impacts upon their progress in all subjects' progress and attainment in KS3. This gap remains steady during our students' time at our school. 24.9% of students transitioning in September 2024 were identified as being not 'secondary ready' for literacy: reading.</p> <p>Internal testing identifies a reading gap of 5.6 when comparing standardised scores for our PP students compared with non-PP, and a spelling gap of 4.7.</p>
3 Gaps in Numeracy	<p>The maths attainment of disadvantaged students is generally lower than that of their peers. Teacher diagnostic assessments suggest that many students particularly struggle with problem solving tasks often linked to literacy (challenge 2). Low levels of numeracy on intake from Y6 impacts upon progress and attainment in KS3. The mathematics prior attainment gap has remained similar to last year when comparing PP students with their peers with an identified gap of 2.6 (based on standardised scores), although the PP average is over 100 which is considered 'secondary ready'.</p>
4 Social and Emotional issues	<p>Our assessments (including wellbeing surveys), observations and discussions with students and families have identified social and emotional issues for many students, including anxiety, depression (diagnosed by medical professionals) and low self-esteem. 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 students, including their attainment. In 2023-24, Safeguarding records identified that 45.6% of referrals were linked to our PP students, and required additional professional support with social and emotional needs.</p>
5 Engagement with families	<p>Historically engagement with parents and carers of disadvantaged students has been inconsistent leading to a disconnect between home and school supporting positive outcomes for disadvantaged students. Effective and coordinated support will enable an improvement in attainment levels for disadvantaged students, and a reduction in the attainment gap.</p>
6 Metacognition	<p>Our observations of learning suggest many lower attaining disadvantaged students lack resilience but also metacognitive/self-regulation strategies when faced with challenging tasks. This notably impacts their engagement and behaviour in lessons and the quality of their written work.</p>



Intended outcomes

Whilst the strategy plan is set out over a 3-year period (2021-24), measurable outcomes through this period are identified below to support improved outcomes for disadvantaged students, whilst sustaining high expectations for all students.

Intended outcome	Success criteria																												
<div>1</div> <div>Improved attendance for all students and a significant reduction in persistent absence, especially for disadvantaged students.</div>	<div><ul style="list-style-type: none">Overall attendance for all students at >95%.Disadvantaged attendance >90%.Attendance gap between disadvantaged and non-disadvantaged students to <5%.Persistent absence significantly reduces year on year over 3 years from 61% (of students who met threshold) to 6% (of students who met threshold).</div> <div><table><tr><th colspan="4">Attendance & Targets</th></tr><tr><td colspan="4">% attendance of available sessions for all students</td></tr><tr><td></td><td>PP students</td><td>Non-PP students</td><td>Gap</td></tr><tr><td>Year 2024-25</td><td>90.0%</td><td>95.0%</td><td>5.0%</td></tr><tr><td>Year 2023-24*</td><td>82.1%</td><td>91.4%</td><td>9.3%</td></tr><tr><td>Year 2022-23*</td><td>82.6%</td><td>90.7%</td><td>8.1%</td></tr><tr><td>Year 2021-22*</td><td>83.8%</td><td>89.8%</td><td>6.0%</td></tr></table></div>	Attendance & Targets				% attendance of available sessions for all students					PP students	Non-PP students	Gap	Year 2024-25	90.0%	95.0%	5.0%	Year 2023-24*	82.1%	91.4%	9.3%	Year 2022-23*	82.6%	90.7%	8.1%	Year 2021-22*	83.8%	89.8%	6.0%
Attendance & Targets																													
% attendance of available sessions for all students																													
	PP students	Non-PP students	Gap																										
Year 2024-25	90.0%	95.0%	5.0%																										
Year 2023-24*	82.1%	91.4%	9.3%																										
Year 2022-23*	82.6%	90.7%	8.1%																										
Year 2021-22*	83.8%	89.8%	6.0%																										
<div>2</div> <div>Disadvantaged students achieve good progress across the curriculum because of improved literacy skills: reading, writing, vocabulary, and oracy.</div>	<div><ul style="list-style-type: none">Reading comprehension tests provided through STARS, demonstrate improved comprehension skills among disadvantaged students and a reduced reading gap (<3%) between the scores of disadvantaged students and their peers.Reading test data represents a reduction in the average standardised score gap between disadvantaged and non-disadvantaged students to 0.Teachers should also have recognised this improvement through the improved quality or written work in books.KS3 progress data will show disadvantaged students closing the gap with non-disadvantaged peers (averaging 'B – Good' for progress) and both groups making good progress compared to similar schools nationally.Evidence in books and assessments show that poor literacy is no longer a barrier to good progress.</div>																												
<div>3</div> <div>A reduction in numeracy attainment and progress gaps between disadvantaged and non-disadvantaged students.</div>	<div><ul style="list-style-type: none">Teachers deliver curriculum effectively through appropriate adaptive approaches, specifically targeting individual needs of disadvantaged students.Literacy development in Maths enables all students to better access assessment material.Targeted and bespoke interventions for disadvantaged students greatly impact on the progress of disadvantaged students in KS3.KS3 progress data will show disadvantaged students closing the gap with non-disadvantaged peers (averaging 'B – Good' for progress)</div> <div><table><tr><th colspan="4">KS4 Maths Progress & Targets</th></tr><tr><td colspan="4">Maths progress 8 targets for identified groups</td></tr><tr><td></td><td>PP students</td><td>Non-PP students</td><td>Gap</td></tr><tr><td>Year 2024-25</td><td>0.0</td><td>0.4</td><td>0.4</td></tr><tr><td>Year 2023-24*</td><td>-0.3</td><td>0.2</td><td>0.5</td></tr><tr><td>Year 2022-23*</td><td>-0.3</td><td>0.1</td><td>0.4</td></tr><tr><td>Year 2021-22*</td><td>0</td><td>0.3</td><td>0.3</td></tr></table></div>	KS4 Maths Progress & Targets				Maths progress 8 targets for identified groups					PP students	Non-PP students	Gap	Year 2024-25	0.0	0.4	0.4	Year 2023-24*	-0.3	0.2	0.5	Year 2022-23*	-0.3	0.1	0.4	Year 2021-22*	0	0.3	0.3
KS4 Maths Progress & Targets																													
Maths progress 8 targets for identified groups																													
	PP students	Non-PP students	Gap																										
Year 2024-25	0.0	0.4	0.4																										
Year 2023-24*	-0.3	0.2	0.5																										
Year 2022-23*	-0.3	0.1	0.4																										
Year 2021-22*	0	0.3	0.3																										
<div>4</div> <div>SEMH students identify that they receive high-quality learning experiences, alongside effective pastoral support.</div>	<div><ul style="list-style-type: none">Pastoral support, including safeguarding, is considered an effective mechanism for support for vulnerable students.Attainment of disadvantaged students, particularly those with SEMH, improves alongside that of their non-disadvantaged peers.Special educational needs in the classroom are effectively supported by high-quality teaching, utilising a range of bespoke and appropriate strategies.CPD using Trauma Informed Approaches maintains a high level of staff training to effectively monitor, manage, and support SEMH within all aspects of school experience.The number of disadvantaged students attending extra-curricular activities is proportionate to the percentage of disadvantaged students in the school: 24.3%.Increased numbers of disadvantaged students (according to the above measure) achieving success in accredited programmes e.g DofE.Processes for enabling disadvantaged students to attend school educational visits are enhanced to ensure that the percentage of disadvantaged students in the school: 24.3%.</div> <div><table><tr><th colspan="4">KS4 Progress & Targets</th></tr><tr><td colspan="4">Progress 8 targets for identified groups</td></tr><tr><td></td><td>PP students</td><td>Non-PP students</td><td>Gap</td></tr><tr><td>Year 2024-25</td><td>-0.0</td><td>0.4</td><td>0.4</td></tr><tr><td>Year 2023-24*</td><td>-0.6</td><td>0.1</td><td>0.7</td></tr><tr><td>Year 2022-23*</td><td>-0.4</td><td>0.2</td><td>0.6</td></tr><tr><td>Year 2021-22*</td><td>-0.2</td><td>0.4</td><td>0.6</td></tr></table></div>	KS4 Progress & Targets				Progress 8 targets for identified groups					PP students	Non-PP students	Gap	Year 2024-25	-0.0	0.4	0.4	Year 2023-24*	-0.6	0.1	0.7	Year 2022-23*	-0.4	0.2	0.6	Year 2021-22*	-0.2	0.4	0.6
KS4 Progress & Targets																													
Progress 8 targets for identified groups																													
	PP students	Non-PP students	Gap																										
Year 2024-25	-0.0	0.4	0.4																										
Year 2023-24*	-0.6	0.1	0.7																										
Year 2022-23*	-0.4	0.2	0.6																										
Year 2021-22*	-0.2	0.4	0.6																										



<div>5</div> <div>Improved parental engagement enables improved outcomes for disadvantaged students.</div>	<ul style="list-style-type: none">• Parental feedback identifies that school communication and support is consistently excellent.• Parental attendance to Parents' Evening events improves by 10% incrementally each year over the next 3 years.• Pastoral communication with families identifies an increased level of engagement that leads to improved outcomes for disadvantaged student progress and Attitude to Learning.• Parental attendance to school events is proportionate to the number of disadvantaged students at the school: 24.3%.• Academic mentoring communication is made home to enable a fully supportive approach for targeted disadvantaged students.																				
<div>6</div> <div>Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.</div>	<div>Whole school monitoring shows non disadvantaged students are more resilient and consequently able to monitor and regulate their own learning. Our proportion of disadvantaged students receiving sanctions should be proportionate to the percentage of these students within our school population. This finding is evident in the quality of written work and in achievement and progress, measured with internal reporting, specifically:</div> <div><div><div>School Sanctions & Targets</div><div>Proportion of PP students receiving high level sanctions</div><table><tr><td></td><td>External exclusion</td><td>Internal exclusion</td><td>Detention</td></tr><tr><td>Year 2024-25</td><td><12%</td><td><18%</td><td><40%</td></tr><tr><td>Year 2023-24*</td><td>14.5%</td><td>19.6%</td><td>66.5%</td></tr><tr><td>Year 2022-23*</td><td>9.8%</td><td>22.7%</td><td>34.1%</td></tr><tr><td>Year 2021-22*</td><td>9.1%</td><td>20.9%</td><td>35.3%</td></tr></table></div><ul style="list-style-type: none">• Attitude to Learning averages as '2 – consistent' for disadvantaged students• Reduced proportion of external exclusions for disadvantaged students• Reduced proportion of internal exclusions for disadvantaged students• Reduced proportion of detentions for disadvantaged students</div>		External exclusion	Internal exclusion	Detention	Year 2024-25	<12%	<18%	<40%	Year 2023-24*	14.5%	19.6%	66.5%	Year 2022-23*	9.8%	22.7%	34.1%	Year 2021-22*	9.1%	20.9%	35.3%
	External exclusion	Internal exclusion	Detention																		
Year 2024-25	<12%	<18%	<40%																		
Year 2023-24*	14.5%	19.6%	66.5%																		
Year 2022-23*	9.8%	22.7%	34.1%																		
Year 2021-22*	9.1%	20.9%	35.3%																		

*Targets as actuals



Activity in this academic year

Details on how the school will utilise Pupil Premium spending **this academic year** to address identified challenges are outlined below. Identified activities and spending link to [published EEF guidance](#) and findings in the [Sutton Report](#).

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing Professional Development (CPD) to develop high-quality, evidence-informed teaching pedagogies	<p>Evidence-informed pedagogies are delivered through teacher training opportunities, utilising Walkthrus and EEF Research Projects. Our school's approach to effective teacher CPD will broaden opportunities for collaborative and reflective professional discussions through our Professional Learning Groups.</p> <p>High quality teaching is understood to have the greatest impact on reducing the pupil premium gap, as identified on the EEF Pupil Premium menu of activities.</p> <p>The EEF guidance report suggests a focus on the mechanisms of effective professional development, framed around four key areas:</p> <ul style="list-style-type: none"> - Building knowledge - Motivating teachers - Developing teacher techniques - Embedding practice 	1,2,3,6
Whole school literacy strategy to improve reading, writing and oracy, led by Literacy co-ordinator	<p>Continuing to improve impact of whole school literacy strategy. Supporting teachers to acquire disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <ul style="list-style-type: none"> • Improving Literacy in Secondary Schools EEF <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <ul style="list-style-type: none"> • Closing the word gap Oxford Language Report <p>Ranked in the top three in the EEF Teacher Toolkit are reading comprehension strategies and oracy language interventions.</p> <ul style="list-style-type: none"> • Oral language interventions EEF <p>Disadvantaged students with poor literacy skills struggle with problem solving questions in Maths. We need to improve reading comprehension, vocabulary and other literacy skills as they are heavily linked with attainment in Mathematics and English.</p> <p>With a focus on Primary transition (Y6-Y7) literacy gaps, the school will engage with a national pilot scheme called Little Wandle. It is anticipated that high frequency intervention will support our learners to access literacy skills more readily in the classroom.</p>	2,3,4,5
Establishing positive and engaging learning opportunities for learners	<p>EEF guidance on effective SEND teaching identifies the importance of positive learning opportunities within their first recommendation:</p> <ul style="list-style-type: none"> • Special Educational Needs in Secondary Schools <p>Given the proportion of our PP students who are also SEND, this approach is designed to particularly impact on these students. Further, low attendance and low self-confidence of PP students can be addressed through this Teaching & Learning approach. We will also continue our work in identifying SEND early and involving parents with the journey through secondary education.</p>	1,2,3,4,5



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

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Intervention Teacher/s (Maths & English) providing a blend of tuition, mentoring and school-led tutoring for targeted students.	<p>Bespoke curriculum provision for students to access literacy and mathematical skills to reduce attainment gaps in KS3. This will aim to reduce gaps in disciplinary knowledge and skills delivered within curriculum time through Core Support. Further literacy interventions will be provided with our literacy tutor on an individual or small group basis.</p> <ul style="list-style-type: none"> • One to one tuition EEF • Small group tuition EEF <p>Mastery learning is an important feature of the EEF research recommendations below. We will provide targeted mathematics support with the use of sixth form students and partnership with Abbeygate Sixth Form College.</p> <ul style="list-style-type: none"> • Mastery learning EEF • Guidance for Maths Teachers KS2/3 EEF <p>Metacognition & self-regulation:</p> <ul style="list-style-type: none"> • Metacognition and Self-Regulation EEF <p>Pre-teaching enables a deep understanding of the topic/subject and enhances language and understanding:</p> <ul style="list-style-type: none"> • Association of Teachers of Mathematics <p>Explicit teaching of tier 2 and 3 vocabulary across the school</p> <ul style="list-style-type: none"> • Tackling Educational Disadvantage Durrington Research School 	2,3,4,5
Strengthening KS4 Study Skills to enable greater levels of student confidence and self-regulation in preparation for examinations	<p>According to the EEF Metacognition and Self-Regulated Learning Report, 'evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.' Students will be explicitly taught effective revision techniques that will support effective independent and home learning activities. We aim to broaden this to all year groups so habits can be built from entry to the school in Y7.</p>	5,6
Providing bespoke attendance intervention to enable EBSA and SEMH students to access education provision at school	<p>Poor attendance at school is linked to poor academic attainment across all stages, identified within the EEF Menu of Approaches.</p> <ul style="list-style-type: none"> • Working with Parents to Support Children's Learning EEF <p>Direct working with targeted students should seek to engage them more positively in school life, particularly the importance of learning in the classroom. The school should seek to provide additional capacity to pastoral ad intervention teams.</p>	1,2,3,4,5,6
Provision for internal bespoke and impactful intervention to address key identified needs of disadvantaged students around SEMH and EBSA.	<p>Relationship building with students and their parents. Holistic approach to the whole child, involving external agencies and seeking support from specialists to support the child's needs. Marsh and colleagues argue that researchers and practitioners should aim simultaneously to improve both academic self-concept and academic skills. Improve students' metacognition & self-regulation:</p> <ul style="list-style-type: none"> • Metacognition and Self-Regulation EEF • Impact of non-cognitive skills IOE <p>Students may be reluctant to persist at learning new skills unless they believe they are likely to succeed, especially if the task is challenging or they do not experience success (Pajares, 1996).</p>	1,2,3,4,5,6
Provision and funding for students who would benefit from a bespoke off-site curriculum to improve attendance and engagement	<p>Providing alternative academic provision for targeted students who are disadvantaged and unable to access a mainstream academic provision following rigorous intervention and support via all other routes to try to prevent students from being excluded, or to re-engage students in their education:</p> <ul style="list-style-type: none"> • Behaviour interventions EEF 	1,2,3,4,5,6



Use of a Graduate Intern (GI), to support students with bespoke interventions as well as homework support within Study Club	<p>There is little research specifically on the use of Graduate interns and the impact they might have, but use of GIs within the school over the last 3 years has demonstrated good quality impact with students receiving support in reading recovery, literacy and numeracy interventions and that targeted PP students attend Study Club in proportion to non-PP students:</p> <ul style="list-style-type: none"> • The deployment of teaching assistants DfE • Making the best use of teaching assistants EEF 	2,3,4,5
---	--	---------

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

Budgeted cost: £118,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support to improve attendance and support SEMH including: Mental Health (4YP) drop-in sessions/ workshops for specific students needing support with regulating their behaviour/ emotions. For students requiring further support, a contribution towards counselling provision.	<p>Early Intervention Foundation's (EIF) report on adolescent mental health showed good evidence that Cognitive Behaviour Therapy (CBT) support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <ul style="list-style-type: none"> • Adolescent mental health: A systematic review EIF <p>There is also evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <ul style="list-style-type: none"> • Cognitive Behavioural Therapy Youth Endowment Fund <p>Improving a student's SEMH will also improve attendance. Our attendance and EBSA strategy will help to identify and support poor attenders.</p> <p>Embedding principles of good practice set out in DfE's</p> <ul style="list-style-type: none"> • Improving school attendance DfE 	1,4,5
Removal of the barriers to learning by supporting students to access school uniform and kit, essential school equipment, revision & study guides, peripatetic music provision, and high-quality careers education provision.	<p>A range of research informs that removing barriers to learning supports attendance, engagement and therefore progress for disadvantaged students, in particular students in receipt of free school meals.</p> <p>An Updated Practical Guide to the Pupil Premium by Marc Rowland:</p> <ul style="list-style-type: none"> • Learning Without Labels: Improving Outcomes for Vulnerable Pupils • Addressing Educational Disadvantage in Schools and Colleges: The Essex Way 	1,2,3,4,5
Providing enhanced opportunities for students to access enriching educational visits to broaden cultural capital and raising aspirations.	<p>The value of education outside the classroom serves to strengthen engagement in learning through greater application of knowledge and skills in a real-world environment. Students arrive to the school with a vast range of experiences and knowledge that improves the speed of understanding new concepts. Through providing support for PP students to access enrichment opportunities, we aim to close the opportunity gap provided in school by making educational visits accessible to all.</p>	1,4,5
Provide high quality safeguarding for the whole school, particularly disadvantaged students through the use of an online reporting system and specialist access to a Safeguarding Officer.	<p>Disadvantaged students, particularly those in receipt of free school meals are more likely to require support with safeguarding issues that are reported to the school. National research undertaken by children's charities and services report a substantial increase in domestic abuse during the pandemic that has disproportionately impacted on PP students.</p> <ul style="list-style-type: none"> • Social isolation impact NSPCC 	1,4,5

Total budgeted cost: £293,000



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Outcomes for 2023-24 indicate that our 58 Pupil Premium students achieved an average A8 score of 3.3 compared with a non-PP average A8 of 4.6, representing a gap of 1.3 (reduced by 0.5 from the previous year). Given that reduction in attainment is the largest focus of Pupil Premium work, this represents a strong improvement for the school. Pupil Premium students achieved a P8 score of -0.6, compared to a non-PP P8 of +0.1, representing a 0.7 gap. 50.8% of Pupil Premium students achieved a grade at 4+ (weak pass) in both English and Mathematics, compared with 69.1% whole school, representing a 18.3% gap (representing a 14.5% gap reduction from the previous year). 23.7% of Pupil Premium students achieved a grade at 5+ (strong pass) in both English and Mathematics, compared with 43.4% whole school, representing a 19.7% gap (representing a 18.2% gap reduction from the previous year).

Overall outcomes for PP student based on achievement data represent a reduced gap (average A8 gap reduced by 0.5, 4+ basics measure reduced by 14.5%). When accounting for prior attainment within the P8 measure, the gap has remained broadly the same: 0.7, compared with 2022 (0.6). The P8 gap for Maths has slightly increased by 0.1 compared with 2023, and the P8 gap for English has remained at 0.4 compared with 2023.

As with previous years, rates of attendance and persistent absence are the biggest obstacle to overcome with proportionally more PP students having poorer attendance than non-PP students. In the academic year 2023-24, attendance of PP students was 82.1% compared with non-PP students 91.4%, representing an increased gap of 1.2% compared to 2022-23. This presents significant challenges to the continuity of curriculum delivery and student self-confidence that negatively impacts on student outcomes.

Attendance will remain at the centre of enabling success, through close monitoring and working with families. The attendance figures for the school remain a key concern with persistent absence being an important area to tackle in the year ahead. Barriers to attending school, particularly for EBSA students, are being removed to reduce persistent absence rates. In the classroom, high-quality, adaptive teaching has improved through the year and will be a critical aspect in improving outcomes for students, alongside bespoke interventions.

The school has started to gather a broader range of student perception data utilising GL Assessment PASS surveys. Within the Y11 cohort tested, student self-regard as a learner was identified to be very low (52.9%) and confidence in learning was comparable (54.5%). In teaching effective metacognitive strategies to students, these areas can be improved, and in turn improve outcomes. The school is auditing metacognitive practices in AY 2023-24 with a view to have this as a single development priority in the classroom for 2024-25.

Pastoral support, including Safeguarding, remain a strength of the school spending of the Pupil Premium where students are able to access help more readily through increasing the number of Pastoral Support Managers as part of the pastoral restructure. This was recognised in the recent Ofsted inspection (October 2024).

The school has strengthened its whole school literacy approach so that literacy is a central part of the learning experiences of all students, rather than only being provided through intervention. This has started to benefit all students upon KS2-3 transition with anticipated impact into KS4 over the next two years.

With respect to the recovery premium spending 2023-24, focus has been placed to fall in line with the wider PP strategy, utilising the EEF menu of choices. For 2023-24, funding was allocated to provide targeted academic support, particularly for students with high levels of literacy need, particularly in KS3. This intervention approach high achieved high success rates for students attending the full complement of sessions. Targeted support is directed at the highest areas of need, and interventions are bespoke, time limited, and tested. Where engagement is high, students have been tested to achieve significant gains in their reading ages compared with starting points. Further funding was used to provide additional intervention support for students during school holidays. From surveying our students, they identified a preference to receive tutoring support from our own teachers in school, so funding was allocated to enable better access to wider support that enabled better student attendance and uptake.



Externally provided programmes

Programme	Provider
Catch up tutoring	Community Schools, Bury St Edmunds

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?	The school has 11 service children. Service Children are prioritised for 4YP Counselling provision and Pastoral Support Manager access, providing high quality pastoral support at point of need
What was the impact of that spending on service pupil premium eligible students?	All service children benefitted from: <ul style="list-style-type: none">• Subsidised cost to educational visits• Additional pastoral support on a needs basis• Prioritised pastoral contact



Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by Pupil Premium Funding or Recovery Premium Funding. That will include:

- offering a wide range of high-quality extra-curricular activities to boost cultural capital, as well as improve wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.
- utilising support from our local Mental Health Support Team and Suffolk external agencies, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support students with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- ensuring students understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss, a key driver of student anxiety.
- embedding more effective practice around assessment and feedback. EEF evidence demonstrates this has significant benefits for students, particularly disadvantaged students.