

## Pupil Premium Strategy Statement for Goodwin Academy

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School overview as at December 23

Detail	Data
Number of pupils in school	857
Proportion (%) of pupil premium eligible pupils	33.7
Academic year/years that our current pupil premium strategy plan covers	2022/2023 2023/2024 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024 (Regular monitoring throughout the year)
Statement authorised by	Rachael Moon
Pupil premium lead	Jamie Speed
Governor / Trustee lead	David Day

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£301,185
Recovery premium funding allocation this academic year	£86,543
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>	<b>£387,728</b>

<p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	
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## Part A: Pupil premium strategy plan

### Statement of intent

At Goodwin, we are committed to transforming the life chances of our students, ensuring that all are supported and encouraged to achieve their personal best. We deliver this through the BEST Agenda - 'Be Your Best' with BEST being an acronym, where:

**B** = Brilliance, where students will be supported to be brilliant in everything they do.

**E** = Enrichment, where students will encounter a variety of educational opportunities outside of the classroom.

**S** = Society, where students will be encouraged to develop as responsible, active and informed world citizens, demonstrating mutual respect, empathy and community spirit.

**T** = Thinking, where students will join a global community of thinkers.

As a UNICEF Rights Respecting school and having applied for Thinking accreditation, every child's individual needs are at the core of what we offer academically and beyond the curriculum.

We aim to deliver 'Total Education' through a cognitive framework, to create transformational change for all children, including our most disadvantaged pupils. Total Education recognises the totality of the work we do with our children and is a set of aspirational outcomes we aim to achieve with our children, based on self-awareness, understanding and knowledge. By supporting our children to achieve these outcomes, we aim to overcome social injustice and the unfairness in our society.

Key Principles - Pupil Premium strategy is rooted in whole school ethos.

Our intentions are that pupils from disadvantaged backgrounds achieve highly across the curriculum, accessing the same curriculum options as their non-disadvantaged counterparts, particularly EBacc. Disadvantaged pupils school engagement, attendance and attitudes to school and self should be in line with the non-disadvantaged. Our pupil premium strategy will allow all learning including those who are high attainers to be successful and achieve highly. Quality first teaching is the key factor that underpins pupil progress. All research suggests that high quality teaching is the biggest impact on closing the attainment gap between disadvantaged and non-disadvantaged.

As a Thinking School, metacognition and meta-memory is at the heart of all we do. This pedagogy and practice are embedded across the school, with all staff and students fully trained in the use of thinking tools which alleviate cognitive load and create learning conditions for all students to thrive, particularly the disadvantaged. Assessment and feedback, in their many forms, are a priority across the school due to the impact they have on progress. Students are expected to respond to feedback in order to address misconceptions or extend and challenge their learning.

We will use the pupil premium to improve teaching quality for all children, with a particularly positive effect on children eligible for the Pupil Premium Grant (289 students 857 total students = 33.7%)

We are taking an evidence informed approach to our strategy, by adhering to and further developing the teaching and learning strategies that are successful across our school, we will tackle the challenges faced by our students.

Our strategy plan is centred round:

- Ensuring disadvantaged pupils receive quality first teaching and are challenged in the work they are set.
- Proactive steps to ensure that disadvantaged pupils do not fall behind their non-disadvantaged peers and rapid intervention is put in place to support those who fall behind.
- A whole school approach to ensure all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Improving literacy skills, especially amongst disadvantaged pupils.
- Ensuring all pupils receive targeted pastoral/mental health intervention.
- Engaging disadvantaged pupils in extracurricular and careers/aspirations guidance to improve attitudes to school and self. Thereby raising attendance and engagement with learning.

## Challenges

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

Challenge number	Detail of challenge								
1	<p><b>Attainment/Progress (KS3 &amp; KS4)</b> –24% of the highest achieving students go to Grammar in Kent, however this is higher in Dover District due to the Dover Test, 35% attend Grammar. Impacting on the attainment of our students.</p> <p>In key stage 3, the attainment of disadvantaged students is lower than that of their peers. Teacher diagnostic assessments suggest that many pupils find problem solving tasks challenging, with the 6 suggested reason being that there is a level of comprehension needed to understand how to approach the problem posed.</p> <p>In Key Stage 4, Progress 8 data shows a widening gap between disadvantaged and non-disadvantaged students however 21 to 23 demonstrates improved GCSE outcomes over time (2018-19 to 2022-23):</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Disadvantaged v Non-disadvantaged gap</th> </tr> </thead> <tbody> <tr> <td>2020/21</td> <td>-0.89</td> </tr> <tr> <td>2021/2022</td> <td>-0.67</td> </tr> <tr> <td>2022/2023</td> <td>-0.53</td> </tr> </tbody> </table>	Year	Disadvantaged v Non-disadvantaged gap	2020/21	-0.89	2021/2022	-0.67	2022/2023	-0.53
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2	<p><b>EBacc as GCSE option</b> – previous data shows a lack of engagement with EBacc subjects by disadvantaged students as a GCSE option. As an indication only 15% of disadvantaged pupils are pursuing EBacc subjects in the previous academic year.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>% Disadvantaged studying EBacc</th> </tr> </thead> <tbody> <tr> <td>2020/2021</td> <td>9.5%</td> </tr> <tr> <td>2021/2022</td> <td>17.39%</td> </tr> <tr> <td>2022/2023</td> <td>15.25%</td> </tr> </tbody> </table>	Year	% Disadvantaged studying EBacc	2020/2021	9.5%	2021/2022	17.39%	2022/2023	15.25%
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3	<p><b>Literacy</b> - NGRT Assessments, observations and discussion with KS3 staff indicate that disadvantaged pupils generally have lower levels of reading comprehension than non- disadvantaged students and literacy as part of transition assessments demonstrate that pupils joining in Year 7 show lower ability within this area. This impacts their progress in all subjects and can be displayed in long term outcomes.</p>								
4	<p><b>Attendance</b> - in school data demonstrates that disadvantaged students have on average lower attendance than their peers and the gap is increasing. Comparisons below demonstrate the year-on-year trend with an obvious impact of Covid.</p>								

	Year	Disadvantaged v Non-Disadvantaged gap				
	2020/2021	-4.1%				
	2021/2022	-3.4%				
	2022/2023	-4.2%				
5	<p><b>Suspensions</b> - the rate of suspensions for disadvantaged students is, higher than that of their peers (52% PP v 48% non PP 22/23). In school evidence confirms that referrals to the ‘Conduct &amp; Relationships team’ are more prevalent in the disadvantaged students than non-disadvantaged. Challenging behaviour may be driven by difficulties in communicating worries around catching up lost learning, exams/ prospects, and the lack of enrichment opportunities throughout the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment and there are increased negative points compared to peers.</p>					
6	<p><b>Student mental health/wellbeing</b> - student voice, parent voice along with staff feedback suggests that the mental wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for their peers. On average 62% of referrals to what was previously known as the Resilience Team are for disadvantaged students.</p>					
7	<p><b>Cultural Capital</b> – seen as an essential knowledge that children need to prepare them for their future success, cultural capital is about empowering students to be able to engage with situations and experiences beyond their own demographic, and therefore preparing them to be confident in challenging situations. The curriculum and extra-curricular opportunities should endeavor to enhance the experiences available to children, particularly the disadvantaged. Due to the demographic of students at Goodwin Academy their cultural experiences are limited and this has been extenuated by the lockdowns.</p>					
8	<p><b>Progress of High Prior Attaining students</b> – this remains an area of focus for disadvantaged and non-disadvantaged students. P8 scores demonstrates that the current gap is –0.81.</p> <table border="1" data-bbox="411 1547 1362 1688"> <thead> <tr> <th>Year</th> <th>HPA disadvantaged v HPA non- disadvantaged gap</th> </tr> </thead> <tbody> <tr> <td>2022/2023</td> <td>-0.81</td> </tr> </tbody> </table> <p>*Outcomes based on CAGs/TAGs due to Covid guidelines</p>		Year	HPA disadvantaged v HPA non- disadvantaged gap	2022/2023	-0.81
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2022/2023	-0.81					

## 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
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<p>Improved progress among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.</p>	<ul style="list-style-type: none"> <li>• Student outcomes demonstrate that disadvantaged pupils achieve a P8 gap of lower than national.</li> <li>• 35% or more of disadvantaged pupils enter the EBacc.</li> <li>• The gap between disadvantaged pupils and non disadvantaged pupils narrows in Maths and English.</li> <li>• Outcome of disadvantaged pupils with High Prior Attainment improves to within national average tolerance.</li> </ul>
<p>Improved standardised scores for comprehension and literacy among disadvantaged pupils across KS3.</p>	<ul style="list-style-type: none"> <li>• Reading comprehension tests demonstrate improved scores for disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers by the end of KS3.</li> <li>• All pupils identified with a below average reading age on NGRT read at, or above their chronological age.</li> <li>• Standardised reading scores are at or exceed national averages.</li> <li>• Teacher feedback demonstrates improvement through engagement in lessons and book scrutiny, especially through the development of extended writing and tier 2 vocabulary.</li> </ul>
<p>Improved use of metacognitive skills to develop self-regulation, especially focusing on disadvantaged students.</p>	<ul style="list-style-type: none"> <li>• Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all subjects aided by the introduction to carousel learning.</li> <li>• Programmes of study include opportunities to enable students to develop metacognitive knowledge of how they learn and their knowledge of themselves as a learner.</li> <li>• Teachers support pupils to plan, monitor and evaluate their learning. This should meet the EEF guidance of subject specific content and tasks, rather than generic delivery.</li> </ul>
<p>Improved attendance for all pupils, particularly disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Overall absence rate for all pupils being no more than 5%.</li> <li>• Attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%.</li> </ul>

	<ul style="list-style-type: none"> <li>• Attendance percentages for each disadvantaged pupil will increase on their previous term and/or year.</li> <li>• Parental engagement with positive absence will be demonstrated through their own attendance at parents' evenings and through interaction at home visits.</li> <li>• Effective intervention to support strong attendance of disadvantaged pupils is in place.</li> <li>• Disadvantaged pupils given priority with school systems for tracking and acting upon attendance issues.</li> </ul>
<p>Improved wellbeing &amp; behaviour for all pupils, including those who are disadvantaged.</p>	<ul style="list-style-type: none"> <li>• Sustained high levels of wellbeing &amp; behaviour demonstrated by November 2024 through:             <ol style="list-style-type: none"> <li>1. Qualitative data from student voice, student and parent surveys and teacher observations evidencing improvement within this area.</li> <li>2. Reduction in negative behaviour statistics including fixed period exclusions.</li> <li>3. Reduced referrals to the Wellbeing Team and outside agencies.</li> <li>4. Significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>5. Increase in BEST reward statistics, especially among disadvantaged students.</li> <li>6. Lesson observations demonstrate improved engagement.</li> <li>7. Student voice shows a reduction in low level disruption in class being a barrier to learning.</li> <li>8. Attendance improves for the pupils where SEMH problems are a barrier to attending school.</li> <li>9. Progress improves for the pupils where SEMH problems are a barrier to attending lessons.</li> </ol> </li> </ul>
<p>Enhanced cultural experiences for disadvantaged students.</p>	<ul style="list-style-type: none"> <li>• Embed culture into the curriculum, including:             <ol style="list-style-type: none"> <li>1. Culture Vulture programme – 11 cultural experiences by Year 11 e.g., Arts Cafe,</li> </ol> </li> </ul>



	<p>Christmas pantomime and Culture Vulture calendar.</p> <ol style="list-style-type: none"> <li>2. Re-introducing RE explicit lessons in the curriculum to enhance understanding of other belief systems.</li> <li>3. Re-introducing cross curricular whole year groups trips (at least 1 trip per year per year group).</li> <li>4. Work with outside groups, including 'Deal Arts Festival', 'The Martha Trust', 'St Giles' and other groups to inform and enhance appreciation of the wider world.</li> <li>5. Providing a range of inspiring and aspirational trips that are subsidised for PP pupils.</li> </ol>
Pupil voice and case studies as a measure of access and involvement in cultural capital activities	<ul style="list-style-type: none"> <li>• Tracking pupil premium attendance and engagement in extra-curricular activities, parity between disadvantaged and other pupils in involvement.</li> </ul>
Improved aspirations for all students, particular the disadvantaged.	<ul style="list-style-type: none"> <li>• Ensuring the Gatsby 8 and Baker Clause are utilised across the curriculum with strategic planning and active delivery from Curriculum Leaders around career links.</li> <li>• Prioritising 1:1 guidance for PP pupils ahead of non-disadvantaged pupils.</li> <li>• Providing free transport to universities and careers-based events for all PP pupils.</li> </ul>

## 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: £126,628

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised	Standardised tests can provide reliable insights into the specific strengths and weaknesses of	1, 2, 3

<p>diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly. *</p>	<p>each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	
<p>Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time. *</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 4
<p>Implement whole school literacy strategy which includes 3 mains foci: *</p> <ul style="list-style-type: none"> <li>• Speak like a subject specialist</li> <li>• Read regularly and widely</li> <li>• Expand vocabulary.</li> </ul>	<p>Standardised scores identify literacy and comprehension levels, these are recorded in the CDF and focusing on tier 2 language and supporting students to access exam questions. EEF guidance demonstrates enhanced focus on literacy encourages confidence and outcomes. <a href="#">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 3
<p>Improving quality feedback to pupils (including homework) through staff CPD and whole school and department teaching and learning monitoring. *</p>	<p>High quality feedback given to will redirect or refocus their action to achieve a goal by aligning effort and activity with an outcome. It can be about the output or outcome of the task, the process of the task, the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective). <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	1, 3, 8

Funding of curriculum materials. *	Requirements for pupils to have certain materials for home study, revision for exams and in class materials to have the same opportunities as non-disadvantaged peers.	1
High quality professional development framework. Developing staff from early career teacher induction through to SLT. Pupil premium a theme through CPD, focused on teacher and middle leader understanding of needs for disadvantaged pupils. *	EEF Report states that “ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should be the top priority”. CPD will ensure clear coverage of disadvantaged barriers strategies, challenge, mastery and Metacognition as these are areas identified as needing improvement and/or important to facilitate disadvantaged progress (EEF)	1, 3, 8

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

Budgeted cost: £131,259

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development and delivery of literacy and reading comprehension strategies: Purchasing ‘Lexia Power Up’ for use throughout KS3 to enhance reading. The activities in Power Up support and build on English Language, focusing on developing reading skills in word study, grammar and comprehension. *	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:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>  <a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-secondary-schools">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a>	1, 3

Range of in school interventions including small group tuition and mentoring for disadvantaged pupils whose education has been most impacted by the pandemic, this includes subject specific, literacy and numeracy. *	Targeted support following diagnosis of student assessments across all year groups. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 3, 8
Daily form time subject specific English and Math's tutoring for Y11 delivered by specialist teachers to close the PP attainment gap. *	Targeted support following diagnosis of pupil assessments across all year groups.	1, 2, 8
Targeted holiday catch-up classes for Y11 and 13. Access for targeted PP pupils to get small group support in specific areas. *	Pupils that are targeted to attend improve P8 score.	1, 2, 8

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

Budgeted cost: £129,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Staff will get training and release time to develop and implement new procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	6

Attendance/support officers and FLO will be appointed to improve attendance. *		
Development of the extra-curricular programme e.g film club, music lessons, Duke of Edinburgh Award. *	Cultural Capital empowers students to be able to engage with situations and experiences beyond their own demographic and therefore builds their confidence in challenging situations and prepares them for future success. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	7
Development of the range of trips on offer throughout the academic Year, including a range of fully funded reward trips, targeting our most disadvantaged pupils. *	Providing our most vulnerable pupils with opportunities to travel outside of their local community is hugely important in raising their aspirations and providing them with new and exciting experiences outside of the classroom <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	7
Successful application to the Platinum Artsmark. *	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. It also supports pupil with their development within the wider curriculum and helps pupils become more resilient, confidence and can improve their mental wellbeing. <a href="https://educationendowmentfoundation.org.uk/arts-participation-eeef">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	1, 6, 7
Moving the school towards the Silver accreditation of the UNICEF Rights Respecting School Award. *	The Rights Respecting School Award is a nationally recognised award which shows clear evidence of supporting student culture and wellbeing. <a href="https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/impact-of-rrsa/">https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/impact-of-rrsa/</a>	6, 7
Purchasing of uniform to ensure that all students feel equal despite financial situations. *	EEF outlines that support for disadvantaged students should fit the demographic of the school and effective support helps to remove identified barriers to learning. Student and staff voice at Goodwin Academy demonstrate that one of the barriers our students face is lack of basic equipment. Effective form tutoring will support removing the lack of equipment becoming a barrier. <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-</a>	All

	<a href="#">premium?utm_source=/guidance-for-teachers/using-pupil-premium&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=e</a>	
Contingency fund for acute issues. *	Based on our experiences and those of similar schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Breakfast Club provides breakfast for vulnerable pupils as well as preparing them for the day ahead. *	EEF evidence suggests 2 months of progress in reading seen at key stage 1. Evidence suggests that breakfast supports improved behaviour in the classroom.  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a>	3, 4, 5, 6
Careers and aspirations work, NEET prevention, CEIAG *	Opportunities for pupil premium pupils to access careers and higher education services and information to improve aspiration	1, 8

**Total budgeted cost: £387,728**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data and our own internal assessments.

For 2023, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -1.08. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 27.64. See [DfE guidance](#) for more information about KS4 performance measures.

There has been a return to pre-pandemic grading this summer in England with protection in place for students. Schools have been asked to compare results to 2019, the last summer exam series before the pandemic.

In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2022/23 was 34.9 and for all pupils it was 46.2. For Progress 8, the national average score for disadvantaged pupils was -0.57 and for non-disadvantaged pupils it was 0.17. Whilst the gap remains this will remain a key focus for academic year 2023/24.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has reduced in comparison to 2019 (-0.04). Our analysis suggests that strategies for disadvantaged pupils have started to have an impact over the past 2 years due to a reduction in the gap by 0.36.

EBacc entry for disadvantaged pupils was 15.25%, which is below national average at 27.4%. Although we have made progress since 2020/21, we are looking to secure



stronger numbers next academic year and move closer to a target of National average next academic year which is 27.4% for disadvantaged.

Absence among disadvantaged pupils was 5% higher than their peers in 2022/23. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Woodpecker Court CIC Programme	Woodpecker Court

**NB: \* indicates those activities approved in the PP Guidance document “Menu of Approaches”**



## Further information (optional)

### Additional activity

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

- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected. We also commissioned a pupil premium review through the trust to get an external perspective.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.