



Updated 15/11/24.

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

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

School overview

| Detail | Data |
|---|--|
| School name | Highfields School |
| Number of pupils in school | 1304 (298 PP) |
| Proportion (%) of pupil premium eligible pupils | 22.9% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2025 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | 1 st review completed: September 2023 2 nd review: September 2024 |
| Statement authorised by | A Marsh and governing body |
| Pupil premium lead | George Roberts Director of Catch Up (Engagement) |
| Governor lead | Emma Hill |

Funding overview

| Detail | Amount |
|---|--|
| Pupil premium funding allocation this academic year | £277,710.00 |
| Recovery premium funding allocation this academic year | Ended 2023/24 |
| 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> | Assumptions made that all PP & Recover Premium have been spent at year end |
| Total budget for this academic year | £277,710.00 |

Part A: Pupil premium strategy plan

Statement of intent

Highfields School is an inclusive, comprehensive school. We are determined that each child will be the best they can irrespective of their socio-economic background. Since the pandemic we have seen both nationally and locally a disproportionately negative effect on progress and therefore life chances of students from more disadvantaged backgrounds. This only intensifies our resolve to further support PP students through our strategy below.

Our whole school improvement plan (Big 3) is itself biased towards making improvements which, if realised, will have a particularly positive effect on the outcomes of disadvantaged students. This plan is underpinned by evidence explored and evaluated by senior and middle leaders in the formulation phase of the plan in February-May annually.

In 2021 we appointed two senior leaders, Director of Catch Up (Engagement) and Director of Catch Up (Curriculum), whose key focus is on closing the achievement gaps in the school, particularly those pertaining to disadvantaged students. These directors monitor closely both the achievement of PP students and the impact of school policy and practice on PP students. Furthermore, the Director of Catch Up (Curriculum) has spent much time focussing on the design of curriculum 24/25 on the needs of the least able and including our 298 PP students.

We know from benchmarking work across our trust of strong schools that disadvantaged students in many schools achieve in line with ours. However, the fact that this is a shared challenge makes us no less determined to take it on.

Our key focus is the quality of lessons as this is where we are most able to affect outcomes for disadvantaged students given that it accounts for 5 hours per day of intervention for up to 7 years. For some time, our CPD and QA regime has trained teachers to introduce and embed strategies which are likely to particularly influence the outcomes of disadvantaged students. For example, 'adaptive teaching' encourages teachers to use strategies such as modelling, and scaffolding to help all students to reach the same level. Furthermore, 'cold call' ensures that teachers target key students (particularly disadvantaged) to check that they are understanding the key ideas of the lesson and to ensure that are active and engaged in the learning journey. This reduces passivity, promotes engagement and provides an early indication of PP students' misunderstanding, falling behind, or falling short of expectations. In June 2024, PP students continued to improve their approaches to learning (ATL) in two of our key year groups with higher proportions of PP students: Y9 ATL 2.2 and Y11 ATL 2.3.

This work is led by Directors of Catch Up. They also seek to adjust other policies and practices to favour PP students. For example, we have adopted a mixture of virtual and in-person parents' evenings in Y7-11 because the virtual element makes attendance easier for some PP families who find it difficult to come into school for practical or psychological reasons. The software involved also allows us to track closely the attendance patterns of PP families. A second example of adapting policy to favour PP is to be found in our 'fast track' early interview process, in which we make productive matches between Y9 PP learners and their Y10 curriculum offer.

We have invested in and developed our early help offer (EHO) which intervenes to arrest the cycles of underachievement in more deprived sections of our community. Our EHO manager supports a high number of families with PP children both at Highfields and its feeder primaries.

We also play a role in local regeneration projects designed to address the effect that pockets of deprivation have on the life chances of many children growing up in those areas. In addition to this, we work in partnership with local universities to offer PP students the opportunity to be inspired by further education settings.

Our objective is to bring about a situation where socio-economic background does not limit students' learning, behaviour, aspiration, educational progression, happiness or inclusion at Highfields School.

Our targets are based not on arbitrary and unachievable figures but on steady improvement from our current positions.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <i>Disadvantaged students do not make as much progress in public exams as their non-disadvantaged peers</i> |
| 2 | <i>Disadvantaged students tend to not have the same ability to self-regulate and take ownership of their own learning as their peers including such areas as revision and exam preparation</i> |
| 3 | <i>Disadvantaged students need more feedback and a greater focus from their teacher than their non disadvantaged peers</i> |
| 4 | <i>Disadvantaged students have a disproportionate number of consequences as a result of their disengagement with their learning and school community</i> |
| 5 | <i>Disadvantaged students tend to have lower aspirations than their peers and they are less likely to develop their interests through wider curriculum opportunities</i> |
| 6 | <i>Disadvantaged students are more prone to lower attendance and PA than their peers</i> |
| 7 | <i>Disadvantaged students from key areas in school catchment are likely to unachieved against their non-disadvantaged peers</i> |
| 8 | <i>Disadvantaged students tend not read with as much understanding as their non-disadvantaged peers and this affects their progress and enrichment</i> |

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 | Challenge | Success criteria |
|------------------|---|--|
| 1 | <i>Disadvantaged students do not make as much progress in public exams as their non-disadvantaged peers</i> | Disadvantaged students improve on their outcomes including at GCSE Source: SISRA/ Performance league tables |

| | | |
|---|---|---|
| | | <p>Y11 2022/23: Average total Attainment 8 (A8) 34.98. Average total Progress 8 (P8) -0.32. 9-5 English & Maths (EM) 21.4% 9-4 EM 52.4%. We aim to improve progress and attainment towards benchmarks A8 38.0 9-5 EM 28% 9-4 EM 57%.</p> <p>Y11 2023/24: Average total Attainment 8 (A8) 34.41 (non-PP 48.61). Average total Progress 8 (P8) -0.03 (non-PP 0.06). 9-7 English and Maths (EM) 4.4% (non-PP 13.0%). 9-5 EM 27.3% (non-PP 53.1%). 9-4 EM 43.2% (non-PP 79.0%).</p> |
| 2 | <i>Disadvantaged students do not have the same ability to self-regulate and take ownership of their own learning as their peers including such areas as revision and exam preparation</i> | <p>Disadvantaged students' Approach to Learning (ATL) improves over time towards an average of 2.0</p> <p>Particular focus years below due to upcoming GCSE exams and percentage of PP in year group. All statistics below from summer 2023 data capture:</p> <p>Year 8 PP ATL summer 2024 (key year, current year 9 – 26.4% PP) – 2.2. Year 11 PP ATL Oct. 2024 (key year – 28.6% PP) – 2.3.</p> |
| 3 | <i>Disadvantaged students need more feedback and a greater focus from their teacher than their non disadv peers</i> | <p>Attendance at Y7-11 parents' evenings improves over time. Directors of Catch up (Engagement) and year teams work tirelessly to engage PP families in parents' evening.</p> <p>Y7 PP 23/24 -52.6% (virtual) Y8 PP 23/24 – 58.3% (virtual) Y9 PP 23/24 – 71.1% (in-person with Y9 options evening) Y10 PP 23/24 – 60.7% (virtual) Y11 PP 23/24 – 34.8% (virtual)</p> |
| 4 | <i>Disadvantaged students have a disproportionate number of consequences as a result of their disengagement with their learning and school community</i> | <p>Fewer disadvantaged students are suspended and permanently excluded as a proportion of the school population <i>Source: census/SIMS</i> In 21-22, 57% of suspensions were PP students (100/176) In 2022-23, 42% of suspensions were PP students (54/128). 23/24: 51.0% of suspensions were PP students (51/100). YTD (Nov. 2024): 68.8% of suspension are PP students (11/16), but 5 of these were repeat suspension by PP students.</p> |

| | | |
|---|--|---|
| | | <p>Disadvantaged students are less and less represented in disruption to lessons and learning: 2022-23, 34.4% of C2s were given to PP students and 40.3% of C3s were given to PP students.</p> <p><i>23/24: 37.1% of C2s were given to PP students and 48.6% of C3s.</i></p> <p><i>YTD 24/25: 40.8% of C2s were given to PP students and 61.0% of C3s.</i></p> <p>More disadvantaged students will attend wider curriculum opportunities which build their engagement with the school community</p> <p><i>Source: Internal data from director of engagement.</i></p> <p>In June 2022, PP participation in wider curriculum was Y7 54.5%, Y8 25%, Y9 35%, Y10 24.1% Y11 31.8%.</p> <p>In June 2023, PP participation in wider curriculum was 53%, whilst 47% of non-PP attended extra-curricular clubs in the same period.</p> <p>Y7 75.4% of PP, Y8 81.8% of PP, Y9 53.1% of PP, Y10 28.9%.</p> <p>July 2024 – includes competitions league participation (new in 2024):</p> <p>Y7 PP 81.0% (non-PP 87.2%), Y8 PP 80.3% (non-PP 90.6%), Y9 PP 71.0% (non-PP 81.6%), Y10 29.8% (non-PP 45.9%).</p> <p>YTD (Nov. 2024):</p> <p>Y7 PP 67% (non-PP 69%), Y8 PP 43% (non-PP 48%), Y9 PP 49% (non-PP 53%), Y10 PP 40% (non-PP 43%), Y11 PP 60% (non-PP 68%).</p> <p>These figures are subject to change when more registers are collected. Attendance at revision sessions and Y11 study space included for Y11 students.</p> |
| 5 | <p><i>Disadvantaged students tend to have lower aspirations than their peers</i></p> | <p>More disadvantaged students progress into challenging KS4 qualifications (incl. EBacc), sixth form and higher education. A particular focus might be on why PP students appear more likely to do languages and perhaps less likely to do triple science.</p> <p><i>Source: Internal data from Director of Catch Up - Curriculum</i></p> |

| | | Y11 22/23 Y11 23-24 Y11 24-25 | PP students | Non-PP students |
|---|--|---|--|--|
| | | Cohort | 45 46 58 | 161 161 145 |
| | | EBacc | 12 (26.7%) 12 (26.1%) 16 (27.6%) | 71 (44%) 91 (56.5%) 66 (45.5%) |
| | | Triple Science | 7 (15.5%) 9 (19.6%) 13 (22.4%) | 63 (39.1%) 75 (46.6%) 62 (42.8%) |
| | | Languages | 25 (55.5%) 22 (47.8%) 24 (41.4%) | 104 (64.6%) 103 (64.0%) 87 (60.0%) |
| | | <p>Y13 23-24: Cohort 113 students, 11 Free School Meals (FSM) Ever, 6. 3 of these are English as an Additional Language (EAL) students and 6 are bursary students. Average grade B- compared to non-FSM C+. 7 bursary students in total with an average grade of B-. Non-bursary students had an average grade C+.</p> <p>Y13 24-25 – 108 students (Autumn 2024): 2 bursary students, 2 disadvantaged students, 2 EAL students and 2 FSM Ever 6 students.</p> <p>2 bursary students B- average predicted grade (non-bursary B- also). 2 disadvantaged students A average predicted grade (non-disadvantaged B-). 2 EAL students B+ average predicted grade. 2 FSM Ever 6 students A- predicted grade (non-FSM B-).</p> | | |
| 6 | <i>Disadvantaged students are more prone to lower attendance and PA than their peers</i> | <p>Attendance of disadvantaged students as a group improves towards 96% Internal attendance data:</p> <p>22/23: ALL 92%; PP 88%. 23/24: ALL 92.2% (national 90.8%), PP 88.4% (national 85.4%). YTD 24/25 (Nov. 24): ALL 94.0% (national 92.8%), PP 89.8% (national 88.4%).</p> | | |
| 7 | <i>Disadvantaged students from key areas in school catchment are likely to underachieve against their non-disadv peers</i> | <p>School supports the achievement of Hurst Farm Regeneration Project objectives Currently 114 students from y7-13 live on the Hurst Farm estate. This is 8.7% of the school population. Of the 114 students, 63 are PP. This is 55.3% of the Hurst Farm students.</p> | | |

| | | |
|---|---|---|
| 8 | <i>Disadvantaged students tend not to read with as much understanding as their non-disadvantaged peers and this affects their progress and enrichment</i> | <p>Reading ages of PP students improve significantly from beginning of Y7 to end of Y8:</p> <p>2023: Y7 PP average reading age: 11 years 1 month Y8 PP average reading age: 12 years 1 month</p> <p>Nov. 2024: Average PP reading age of students tested (not all) in years 7-9 with some Y10 & 11 added: 11 years 2 months. Non-PP average of those tested in year groups stated above: 12 years 4 months.</p> |
|---|---|---|

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 262,710

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Feedback: Cold call Next steps Targeted book looks</i> | EEF Toolkit: Feedback (+6 score, very high impact for very low cost based on extensive evidence) Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) | 1,3 |
| <i>Virtual parents' evenings</i> | As above EEF Toolkit Feedback EEF (+6 score, very high impact for very low cost based on extensive evidence) | 1,3 |
| <i>Think pair share and other discursive and collaborative techniques</i> | EEF Toolkit: Collaborative learning Approaches (+5 score, high impact for very low cost based on limited evidence) | 1, 2 |
| <i>Restorative approaches</i> | EEF Toolkit Behaviour interventions (+4 score, moderate impact for low cost based on limited evidence) | 1, 2, 4 |
| <i>Self-regulation: approach to learning Metacognition Stretch and challenge</i> | EEF Toolkit: Metacognition Self-regulation EEF (+7 score, very high impact for very low cost based on extensive evidence) | 1,2, 4 |

| | | |
|---|--|---------------------|
| <i>Worked examples/ modelling</i> | | |
| <i>Wolfpack (a common and consistent approach to management of behaviour and AtL in lessons)</i> <i>Restorative approaches- self regulation</i> | EEF Toolkit: Behaviour interventions (as above) EEF Toolkit Metacognition (as above) | 1, 2, 4 |
| <i>Plan for Reading Y9 PP reading group 23-24</i> <i>Y7 & Y8 Book Buzz</i> <i>Recognising and rewarding reading aloud in lessons (project led by lead practitioner of literacy and pedagogy).</i> | EEF Toolkit: Reading comprehension strategies (+6 Very high impact for very low cost based on extensive evidence) EEF Toolkit: Oral Language Interventions (+6 Very high impact for very low cost based on extensive evidence) Alex Quigley, Closing the Reading Gap, Closing the Literacy Gap | 1, 8 |
| <i>Seating strategy</i> | EEF Toolkit: Behaviour interventions (As above) | 1, 4 |
| <i>Adaptive Teaching (Big 3 project 24/25)</i> <i>Operation Articulate (Big 3 project 23/24 with a focus on students being able to communicate orally about their learning and lives).</i> | Teaching Walkthrus, Tom Sherrington & Oliver Caviglioli. EEF Toolkit: Individualised instruction (+4 Moderate impact for low cost based on limited evidence) | 1, 3 1, 3, 7 |
| <i>Additional planning time (30 mins above minimum PPA) to enhance quality of teaching</i> | EEF Toolkit: Feedback and other core teaching techniques (as above) | 1 |

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

Budgeted cost: £ 10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--------------------------------------|
| <i>English and maths day - at least 50% need to be PP</i> | Outcomes 2022 9-5 PP too low | 1 |

| | | |
|--|--|---------|
| <i>Funding or part-funding of revision guides for PP Y11 students</i> | EEF Self-regulation | 2 |
| <i>Maths mentoring for Y11 students with either a member of staff or a sixth form mentor</i> | EEF mentoring | 2 |
| <i>Mentoring from SLT and GCSE Year Team - Team 11 (50% PP)</i> | EEF mentoring | 2 |
| <i>Blend of virtual and face-to-face parents' evenings</i> | EEF Feedback EEF Parental engagement | 3 |
| <i>Y11 Maths PP revision group (100% PP)</i> | Outcomes 2022 9-5 PP too low EEF mentoring | 1 3 |
| <i>English Intervention Y11 60% PP</i> | EEF mentoring | 2 |
| <i>English Intervention Y10 42.9% PP</i> | | |
| <i>Maths Intervention</i> | EEF mentoring | 2 |
| <i>PP students in Year 9 prioritised for GCSE Options Interviews to ensure correct subject choices are made to increase attainment and engagement.</i> | Outcomes 2022 9-5 PP too low | 1 |
| <i>Buddy Reading/Mentoring: 6 PP students in Y8 and Y9 with low reading ages reading with a sixth former</i> | EEF mentoring/one to one tuition/peer tutoring | 2, 8 |
| <i>Y11 Study Space - PP and Team Y11 students targeted with invites to our after-school revision space up to 4 times per week.</i> | EEF Extending school time / Homework | 1, 2, 7 |
| <i>Buddy Breakfast – Some PP students have a sixth form mentor who they meet weekly to support them to develop their transferrable skills or to help with their studies.</i> | EEF mentoring/one to one tuition/peer tutoring | 2, 5 |

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

Budgeted cost: £ 5,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Rise High – Project with Derby University focusing on raising aspirations and promoting higher education. Currently we are setting up Y8 cohort with a potential of 31 students, including 12 PP students (38.7%) | EEF | 5 |
| Music lessons for PP students | Arts participation EEF | 5 |
| Discover US: A programme working with the University of Sheffield raising aspirations and promoting HE. In 2023/24 Y11, 100% of cohort were PP. Applications have been completed and accepted for 7 students in year 9 24/25, with 6 of these PP students (85.7%). | Progression figures nationally show that fewer PP progress to university than their non-disadv peer | 5 |
| Involvement in Hurst Farm Regeneration Project. This involves working with the community centre to build relationships with the local area. Students from HF are also involved in the decisions made and opportunities available at the centre. | Evidence suggests that PP families struggle to access events involving transport without support | 7 |
| Enhanced offer from early help team and year teams for attendance and wellbeing | Evidence suggests that PP families present with more domestic challenges and attendance issues (the latter often caused by the former) | 6 |

| | | |
|--|---|------|
| Transport costs for certain students | Evidence suggests that PP families struggle to access events involving transport without support | 5 |
| Support with school trips | Evidence suggests that PP families struggle to access school trips without support | 5 |
| We Are Highfields Award. An award run by Director of Catch Up for which all students in y7-11 have been entered. The award encourages and rewards involvement in lessons, wider curriculum and leadership opportunities. This was a new award for 23-24 and many students in y8-11 have completed their bronze award and now progress to their silver award. | Evidence in schools suggests that PP students are far less likely to access wider curriculum events which we have found to enhance students' relationship with school and its staff | 5 |
| Fund uniform | Evidence suggests that PP families can struggle to meet the costs of uniform and this can create conflict between student and staff | 2 |
| <i>Student Leadership (Student Ambassadors) 35% of Y7-11 Ambassadors are PP students.</i> | EEF Toolkit: Peer Tutoring (+5 – high impact for very low cost based on extensive evidence). Evidence suggests that PP students are less likely to take up leadership roles due to a potentially reduced sense of belonging to the school. | 3, 4 |

Total budgeted cost: £ 277,710

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

Wider curriculum outcomes

In September 2023, we rolled out the new-look Highfields Community Award to encourage students to excel in all aspects of Highfields School, in and out of the classroom. We introduced a three-tier system (bronze, silver and gold) and one of the key requirements needed to achieve this award is attendance at a wider curricular club (including revision sessions).

Figures in green are from December 2021, with June 2022 in red and June 2023 in blue. Y11 data from June 2023 not included due to focus on attendance at revision sessions. Figures in purple from June 2024.

In June 2023 we observed that there was still a gap between wider curricular engagement of PP and non-PP students. We took this concern to our Competitions student ambassadors and they designed and set up an interform competitions league which further enhanced our wider curricular offer and PP engagement. In July 2024, data still demonstrated a drop in years 10 and 11, and we are using a new raffle ticket system to further engage our disadvantaged students. We have also changed the way in which we report attendance at wider curricular activities, including revision sessions, in order to more accurately track engagement.

| Year group | % of students involved in wider curricular | % of PP involved in wider curricular opportunities |
|------------|--|--|
| 7 | 62% 75.1% 83.8% 85.2% | 54.5% 69.8% 75.4% 81.0% |
| 8 | 40% 42.6% 70.4% 87.9% | 25% 25.9% 81.8% 80.3% 87.9% |
| 9 | 35.7% 46.6% 55.9% 78.7% | 35% 29% 53.1% 71.0% 78.7% |
| 10 | 36.9% 49.4% 33.0% 41.4% | 24.1% 24.2% 28.9% 29.8% |
| 11 | 47.5% 25.6% 60.1% | 31.8% 16.7% 41.4% |

Highfields Community Award Bronze level completion statistics below (July 2024):

| Year group | % of students in year group who successfully completed the award | % of PP students in year group who successfully completed the award |
|------------|--|---|
| 7 | 40.7% | 21.1% |
| 8 | 47.4% | 32.8% |
| 9 | 31.7% | 24.6% |
| 10 | 13.3% | 5.2% |
| 11 | 19% | 4.5% |

A relatively low level of PP completion of the Highfields Community Award Bronze level can be observed, particularly in Years 10 and 11. However, students have to pass an extensive checklist including a high percentage of attendance, a strong approach to learning score, positive reward points and attendance at wider-curricular clubs. Our main achievement was in attendance in wider curriculum, where we observed great success (as demonstrated on the previous page).

In order to improve the amount of students achieving their Highfields Community Award, with particular focus on PP student and our students at risk of underachievement (SARU), in September 2024 we introduced the aforementioned raffle ticket system to further engage these students. In November 2024, we completed the first roll-out of these raffle tickets in Y11 and we gave out over 650 raffle tickets for attendance at wider curricular activities, including revision sessions and Y11 study space.

In addition, we are running Highfields Student Ambassadors in 24/25, with 35% of those ambassadors PP students from Years 7-11. This project aims to improve the experience of all students at Highfields, particularly those from disadvantaged backgrounds.

Progression outcomes

Progression: PP students who met the entry criteria for sixth form (average 4.0+ at GCSE): total: 15, 10 came to sixth form, plus 2 PP students who were below the entry criteria but we took because of mitigating circumstances including their PP background.

Progression of Post-16 Bursary students to uni/apprenticeships 2024: 7 students (4 were also former PP): 5 went to university, 1 to apprenticeship, 1 to employment. No NEET.

Progression of those who were PP in Y11 (but **didn't get** Post-16 Bursary): 4 students: 3 to university, 1 not confirmed - we believe she is in employment.

Examination outcomes for our Y11 2023/2024 cohort (45 disadvantaged students):

Progress 8 score ALL 0.06

Progress 8 score PP -0.03 (22/23 -0.32 (21/22 -0.58)

23/24: 24 PP students (58.5%) had a positive Progress 8 score

22/23: 18 PP students (43.9%) had a positive Progress 8 score

23/24: 12 PP students (26.7%) achieved strong passes at grade 9-5 in both English and Maths

22/23: 9 PP students (21.4%) achieved strong passes at grade 9-5 in both English and Maths

23/24: 16 PP students (35.6%) achieved a strong pass in English and 16 PP students (35.6%) achieved a strong pass in Maths

22/23: 18 PP students (42.9%) achieved a strong pass in English and 11 PP students (26.2%) achieved a strong pass in Maths

23/24: 19 PP students (42.2%) achieved standard passes at grade 4 or above in both English and Maths.

22/23: 22 PP students (52.4%) achieved standard passes at grade 4 or above in both English and Maths. 9.2% above the 21/22 figures.

23/24: 28 PP students (62.2%) achieved a standard pass in English and 21 students (46.7%) achieved a standard pass in Maths.

22/23: 26 PP students (61.9%) achieved a standard pass in English and 26 students (61.9%) achieved a standard pass in Maths. 5.1% and 9.6% respectively above 21/22 figures.

23/24: 12 PP students (26.7%) entered the EBacc, and 19 PP students (42.2%) entered a language.

22/23: 12 PP students (28.6%) entered the EBacc, and 29 PP students (59.5%) entered a Language (well above the national entry of all students for Languages of 43.4%).

23/24: Progress 8 scores in the different 'buckets': 0.12 in English, 0.08 in Maths, -0.10 for the 'open' bucket and -0.16 for EBacc.

22/23: Progress 8 scores in the different 'buckets': -0.29 in English, 0.05 in Maths, -0.64 for the 'open' bucket and -0.27 for EBacc.

Out of the 15 PP students who met the entry criteria for sixth form (average 4.0+ at GCSE), 10 came to sixth form, plus 2 PP students who were below the entry criteria but we took because of mitigating circumstances including their PP background (12 PP students from Y11 out of 45). Most others were successful in entering their first choice of next destination, ranging from apprenticeships in trades to different colleges.

Estimated performance of 58 disadvantaged students in our current Y11 at the end of Y10 in July 2024 was looking similar to that of the 2023/24 cohort, if not a little more positive. We continue to work tirelessly to ensure the best outcomes for our disadvantaged students through our Big 3 strategic plan and a range of newly targeted interventions. We continue with our Team Y11 approach, which is made up of 50% PP students and over 50% high prior-attaining students (with some overlap), in order to target those students with whom we feel we can make the most impact.

In our current Y10, we have 57 disadvantaged students. We are awaiting their first data capture results to give us an accurate prediction of their potential outcomes.

Reading outcomes

In December 2021 average reading age for the current Y8 PP students was 11 years 1 month and for non-PP it was 12 years 1 month, so the gap was actually the same: one years reading age. Both groups progressed by 8 months between Dec 2021 and Sept 2022.

In October 2023, average reading age of current PP students in Y8 was 12 years 1 month, with Y7 at 11 year 1 month. In November 2024, out of the students tested in years 7-9 (with some added year 10 and 11 students), the average PP reading age was 11 years 2 months compared to non-PP average of those tested of 12 years 4 months.

Taking all qualitative and quantitative feedback into account we feel that our continued focus on reading is more than likely than not to raise the achievement of disadvantaged students moving forward and this explains our reinvestment in this strategy.

Overall, our qualitative evaluation suggests that it is more likely than not that our focus on reading is improving reading abilities OR not allowing them to deteriorate.

In July 2024 we appointed a lead practitioner in literacy and pedagogy to further enhance and celebrate students' engagement in reading. We have seen hundreds of rewards given to

students on a weekly basis for reading aloud in lessons. In September and November 2024, we saw almost 4,000 R2s for excellent reading aloud and 26.2% of these were achieved by PP students. We also had 27 readers of the week, and PP students represented 40.7%.

Attendance outcomes

21-22: PP Attendance – 90.8%; Non-PP Attendance – 94.61%

22-23 : PP Attendance – 88% ; Non-PP Attendance 92%

23/24: ALL 92.2% (national 90.8%), PP 88.4% (national 85.4%).

YTD 24/25 (Nov. 24): ALL 94.0% (national 92.8%), PP 89.8% (national 88.4%).

In 21-22, 57% of suspensions were PP students (100/176)

In 2022-23, 42% of suspensions were PP students (54/128) – this improvement is even despite predicted higher standards held by teaching and support staff following CPD and training.

23/24: 51.0% of suspensions were PP students (51/100).

YTD (Nov. 2024): 68.8% of suspension are PP students (11/16), but 5 of these were repeat suspension by PP students. We continue to hold students to high standards to maintain a productive and impactful learning environment. Year teams work tirelessly with these families to help students to regulate their behaviour.

Externally provided programmes

| Programme | Provider |
|--|----------------------------|
| Rise High – Project with Derby University focusing on raising aspirations and promoting higher education. Currently we are setting up Y8 cohort with a potential of 31 students, including 12 PP students (38.7%) | Derby University |
| Discover US: A programme working with the University of Sheffield raising aspirations and promoting HE. In 2023/24 Y11, 100% of cohort were PP. Applications have been completed and accepted for 7 students in year 9 24/25, with 6 of these PP students (85.7%). | University of Sheffield |
| Involvement in Hurst Farm Regeneration Project. This involves working with the community centre to build relationships with the local area. Students from HF are also involved in the decisions made and opportunities available at the centre. The community centre will be able to offer free course in outdoor skills, apprenticeships and WE placements. All of these being made available to our students with a particular focus on PP students. | Hurst Farm Project Manager |

Service pupil premium funding (optional)

| |
|---|
| How our service pupil premium allocation was spent last academic year |
| £1,330 |
| The impact of that spending on service pupil premium eligible pupils |
| We have 5 students in receipt of this funding and respond to all requests received for items required by the student or the family. |

BE THE BEST YOU CAN