

# Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2021 to 2022 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 over the course of the next 3 years, subject to annual review. The Strategy also details the effect that last year's spending of Pupil Premium had within our school.

## School overview

Detail	Data
School name	Hele's School
Number of pupils in school	1184 Y7-11 (1390 incl. Post-16)
Proportion (%) of pupil premium eligible pupils	18.3%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Justine Mason
Pupil premium lead	Emma Clapham
Governor / Trustee lead	Rob Franko

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£231,984
Recovery premium funding allocation this academic year	£49,128
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£58,171
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£339,283

# Part A: Pupil premium strategy plan

## Statement of intent

At Hele's School, our purpose is to warm hearts and to light fires in the minds of all our students. Our ambition is to inspire confident learners who will thrive in a changing world, never fearful of taking risks and learning from mistakes made as part of their growth. We hold dear to the belief that 'people matter', and the quality of personal relationships at all levels is central to ensuring a safe, happy, caring and inclusive environment. We recognise within this that not all students have had the same experiences and we are committed to ensuring that no child is left behind socially or academically. We strive to remove any notion of low expectations for individuals or groups of students, raise lifelong aspirations for all and focus on removing barriers to learning in order to achieve excellence. Our Pupil Premium Strategy Plan aims to address the main barriers our students face and through careful planning, rigorous tracking and targeted support and intervention. In addition, we aim to provide all students with the opportunities to enjoy academic success and to fulfil their potential as socially capable adults.

### Principles

- At Hele's, we are an inclusive community where we ensure that teaching and learning opportunities meet the needs of all our students.
- We ensure that provision is made for students who have additional needs or face additional barriers, e.g. students with special educational needs, students who receive or have received free school meals etc.
- In making such provision, we recognise that not all students who receive free school meals will be socially disadvantaged.
- We also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any student or groups of students that we identify as being in need of additional support.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Historical poor progress from KS2-4:</b> Students eligible for Pupil Premium funding, especially Higher Prior Attainers, identified from Key Stage 2 data results, have historically made less progress nationally, regionally and at Hele's School over Key Stage 3 and 4 than other students.
2	<b>Literacy and numeracy skills:</b> In general, PP students enter Year 7 at Hele's with lower Key Stage 2 SATs data / teacher assessments reflecting the need to develop literacy and numeracy skills further for these students early in KS3. This has been exacerbated by the disproportionately high impact of the COVID-19 pandemic on disadvantaged youngsters.
3	<b>Aspiration and educational ambition:</b> Students who are eligible for Pupil Premium funding may arrive at the Hele's lacking aspiration and educational ambition when compared to other students.
4	<b>Behaviour:</b> Where standards of behaviour do not meet expectations, this can have a detrimental impact on a student's academic progress. We know through student voice and behaviour data that self-esteem and self-regulation have been and continue to be issues affecting PP students at Hele's.
5	<b>SEND needs:</b> A high number of students who are eligible for Pupil Premium, also have a range of SEND needs which can impact disproportionately on their academic (and social) progress.
6	<b>Attendance:</b> Nationally, attendance rates for PP students are generally lower than the attendance rates for others. This is reflected at Hele's.
7	<b>Access to resources:</b> Access to resources such as computers, revision material and other learning resources, as well as engagement in extra-curricular activities can be more challenging for PP students.
8	<b>Emotional wellbeing &amp; safeguarding:</b> There is a significantly higher proportion of disadvantaged pupils than non-disadvantaged open to Social Care at any given time and general emotional wellbeing tends to be lower for this cohort of students than their non-disadvantaged counterparts.

## 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
No gap between the outcomes for disadvantaged pupils and others at KS4.	<p>2021-22: Current gap in both Basics and P8 outcomes reduces.</p> <p>2022-23: Gap in both Basics and P8 outcomes continues to close</p> <p>2023-24: Gap in both Basics and P8 outcomes is closed</p> <p><i>N.B based on 2021 outcomes, current gap is 14% Basics 4+, 26% Basics 5+. P8 gap approx. -0.5</i></p>
Gaps in literacy and numeracy between the disadvantaged pupils and others closed during KS3	<p>2021-22: Current gap reduces</p> <p>2022-23: Gap continues to close</p> <p>2023-24: Gap is closed</p>
Disadvantaged pupils aware of the options available to them and engaged in activities which develop cultural capital and aspiration.	<p>2021-22: DS students strongly encouraged to participate in extra-curricular activities and participation tracked &amp; monitored. Engagement in CIAG programme at each transition point.</p> <p>2022-23: All DS students engaged in at least one extra-curricular activity per week. No DS NEETs.</p> <p>2023-24: All DS students engaged in at least one extra-curricular activity per week and actively involved in student leadership opportunities and CIAG.</p>
No gap in the behaviour KPIs between disadvantaged pupils and others	<p>2021-22: Current gap in internal and external isolations and fixed term exclusions reduces</p> <p>2022-23: Gap in internal and external isolations and fixed term exclusions continues to close</p> <p>2023-24: Gap in internal and external isolations and fixed term exclusions is closed</p>
Multiple vulnerabilities not stunting academic and social progress of disadvantaged pupils.	<p>2021-22: Pastoral and SEN teams aware of students impacted by multiple vulnerabilities and systems refined to optimise outcomes for these students</p> <p>2022-23: Wider staff aware of students impacted by multiple vulnerabilities and systems embedded to optimise outcomes.</p> <p>2023-24: All stakeholders aware of students impacted by multiple vulnerabilities and the support in place to address challenges faced.</p>

<p>No gap in attendance rates between disadvantaged pupils and others</p>	<p>2021-22: Current gap in persistent absence reduces</p> <p>2022-23: Gap in persistent absence continues to close</p> <p>2023-24: Gap in persistent absence is closed</p>
<p>Disadvantaged pupils have access to resources required to be academically successful.</p>	<p>2021-22: Audit completed for access to technology in the home and technology distributed accordingly. Personal allowance spend articulated to parents/carers and reminders sent.</p> <p>2022-23: Audit completed of all new students (Y7 plus in-year admissions) to ascertain access barriers and solutions sought. Increase in uptake of personal allowance spend.</p> <p>2023-24: All DS students spending full personal allowance on resources or experiences which will enhance their academic and social progression.</p>
<p>Disadvantaged pupils have access to resources to support their emotional wellbeing.</p>	<p>2021-22: PASS surveys completed by all students to ascertain current wellbeing level and initial interventions in place.</p> <p>2022-23: Monitoring and evaluation of interventions for all DS students and repeat of PASS surveys to note improvements/ lack of progress.</p> <p>2023-24: Interventions embedded with full access for all DS students.</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: £295,244

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Homework package (ClassCharts) &amp; associated seating plan/behaviour package to ensure that staff at all levels are aware of all sub-groups, including disadvantaged students, in their classes and that up to date performance data is always available.</p> <p>Provision Map to hold all key strategies for individuals, linked to ClassCharts to provide a one-stop platform for staff to enable them to know every child in each class and plan for their needs.</p> <p>Staff to set frequent and meaningful homework that builds on prior learning, incorporates retrieval practice and is interleaved to support memory retention.</p>	<p>Homework (EEF +5 months)</p> <p>Digital Technology (EEF +4 months)</p>	<p>1, 2, 4, 7</p>
<p>Teachers are provided with high quality internal CPD programme to further develop pedagogy, allowing all students, especially disadvantaged students, to meet or</p>	<p>Feedback (EEF + 8 months)</p>	<p>1, 3</p>

exceed expected levels of progress.		
Teachers can access external subject-specific or domain-specific CPD which will advance progress for students	N/A	1, 3
Develop positive behaviour management techniques which focus on building relationships with students, particularly those from disadvantaged backgrounds to maximise learning time for all students	Behaviour Interventions (EEF +3 months)	Behaviour Interventions (EEF +3 months)
Increase staff understanding of multiple vulnerabilities and increase communication between pastoral teams, SEN department and PP leads.	Feedback (EEF +8 months)	1, 2, 5
Literacy Intervention Teacher – temporary post created to assess all students and implement an intervention strategy to support students with an SAS <100	Small group tuition (+4 months) Digital Technology (EEF +4 months) Phonics (+5 months)	1, 2

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

Budgeted cost: £60,015

Activity	Evidence that supports this approach	Challenge number(s) addressed
NGRT testing for all students in Y7, with repeat testing for Y7-10. Tiered interventions including Fresh Start Phonics, Reciprocal Reading and Lexia put in	Small group tuition (+4 months) Digital Technology (EEF +4 months) Phonics (+5 months)	1, 2

place for all students scoring below 100 SAS.		
Y11 maths/English tutor time intervention sessions include a significant proportion of disadvantaged students	One to one tuition (EEF + 5 months) Small group tuition (+4 months)	1, 3, 6
Y7-11 maths and English in-class tuition to support a 'keep up' rather than 'catch up' model	One to one tuition (EEF + 5 months) Small group tuition (+4 months)	1, 2, 3, 6
Support students previously eligible for Pupil Premium now in Post-16 to access additional learning beyond the classroom in key subjects through UpLearn programme to ensure a 'keep up' rather than 'catch up' model	Digital Technology (EEF +4 months)	1, 3, 7
Y7 nurture groups for English	Reducing class sizes (+2 months) Reading comprehension strategies (+6 months) Phonics (+5 months)	1, 2, 4, 5, 8
Learn & Grow group tuition (all years) for targeted students	Extending school time (+3 months)	1, 2, 3, 6, 7
Y11 P6 Daily Prep to focus on high-leverage revision strategies, alongside targeted intervention sessions	Extending school time (+3 months) Peer tutoring (+5 months)	1, 2, 3, 6, 7
LSA in-class and intervention support	Teaching Assistant Interventions (+4 months)	1, 2, 4, 5, 7
Provision of GCSE Revision Guides to Y9/10/11 students, along with guidance on how to effectively use them	n/a	7



Purchase of subscriptions to educational and emotional wellbeing resources eg. Kooth, Twinkl, SchoolRobins Times Tables Rockstars	Social & emotional learning (+4 months)	3, 7, 8
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 40,634

Activity	Evidence that supports this approach	Challenge number(s) addressed
Humanutopia – Who Am I? social impact day (full Y9 cohort), followed by Heroes training and 5Live day for all PP students plus others, working with Y5 students across WeST.	Social & emotional learning (+4 months)	3, 4, 6, 8
Breakfast Club - food and equipment provision, with focus on healthy eating and family dining to provide a nurturing start to the day and opportunity to discuss emerging barriers.	Social & emotional learning (+4 months) Mentoring (+2 months)	7, 8
Personal allowance per pupil x £150	Aspiration interventions (unclear)	3, 6, 7, 8
Intense focus on attendance for disadvantaged cohort in all years through increased EWO time and creation of Pupil Premium Pastoral Support Manager to focus on disadvantaged students	Parental engagement (+4 months)	3, 6, 8
Pre-release of all Parents Evening and Tutor Evening appointments, as well as Aspirations Week	Parental engagement (+4 months) Arts participation (+3 months) Physical activity (+1 month)	6, 7, 8

bookings to disadvantaged students		
Provision of Super 6 equipment for disadvantaged students	n/a	7
Purchase of food ingredients/tech equipment (Y7&8 plus Hospitality/D&T GCSE students)	n/a	7
Maximise learning time for all students, particularly disadvantaged students, through improved behaviour systems and a focus on restorative practice.	Behaviour Interventions (+4 months)	3, 4
Audit participation of PP students in organised extra-curricular activities and look to increase participation rates to a minimum of one organised activity per child per week. Tracking through Absolute Education to analyse participation of disadvantaged students	Extending school time (+3 months) Physical activity (+1 month) Arts participation (+3 months)	3, 4, 6, 7, 8
Bespoke timetabling to respond to individual needs, featuring, where appropriate, access to alternative provision or therapeutic support, particularly for those where school-based interventions have been unsuccessful.	Individualised instruction (+4 months)	3, 6, 7, 8
CPA practitioner to provide individual and small-group interventions around social and emotional wellbeing.	Arts participation (+3 months)	3, 4, 7, 8
Youth Workers from Plymouth City Council on-site ½ day per week to work with students 2 x break times and	Social & emotional learning (+4 months) Mentoring (+2 months)	3, 4, 7, 8

complete series of workshops on issues affecting specific groups of students		
Enhanced CIAG - All Y11 PP students receive additional careers guidance through CTSW and are supported 1:1 by VY where appropriate. Y10 and 9 PP students are seen earlier than the rest of the cohort to increase lead in time.  All PP students are supported to acquire a Work Experience placement to increase aspiration and ensure engagement.	Aspiration interventions (unclear) Feedback (+6 months)	3, 7, 8
Alternative Provision packages for students where support from external agencies in order to maintain or re-engage in education is required.	Social & emotional learning (+4 months) Mentoring (+2 months) Individualised instruction (+4 months)	1,2,3,4,5,6,8

**Total budgeted cost: £ 395,893.00**

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

### Pupil premium strategy outcomes

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

<b>No gap between the outcomes for disadvantaged pupils and others at KS4.</b>								
	<b>4+ Ba- sics (all)</b>	<b>4+ Ba- sics (DS)</b>	<b>5+ Ba- sics (all)</b>	<b>5+ Ba- sics (DS)</b>	<b>P8 (all)</b>	<b>P8 (DS)</b>	<b>A8 (all)</b>	<b>A8 (DS)</b>
<b>2023</b>	<b>76% ↑</b>	<b>56% ↑</b>	<b>57% ↑</b>	<b>39% ↑</b>	<b>+0.12 ↑</b>	<b>-0.46 ↑</b>	<b>49.89</b>	<b>37.3</b>
<b>2022</b>	73.1%	54.4%	49.5%	21.7%	-0.28	-0.67	47.41	35.66
<b>2021 TAGs</b>	76.9%	63.0%	56.3%	29.6%	+0.15	-0.33		
<b>2020 CAGs</b>	78.2%	52.5%	55.3%	27.5%	+0.29	-0.23		
<b>2019</b>	72.8%	52.9%	50.0%	35.3%	+0.06	-0.38		

*\*Progress 8 figures will be inaccurate until the DfE release initial unvalidated data in October 2023 and validated data in February 2024.*

*Whilst outcomes in Basics at both 4+ and 5+ for all have improved significantly from 2019 and furthermore since 2022, this has served to increase the gap between disadvantaged students and non-disadvantaged students marginally to around 20 percentage points at each attainment benchmark. With regards to progress, there also remains a gap of around ½ a grade between disadvantaged youngsters and their non-disadvantaged counterparts. We remain strongly committed to closing the gaps both in terms of attainment and progress for our disadvantaged learners, however, it is worth noting that at all benchmarks, bar 5+ Basics, disadvantaged students at Hele’s School outperformed disadvantaged pupils nationally.*

	<b>Hele’s DS % EBACC entry</b>	<b>National DS % EBACC en- try</b>	<b>Hele’s DS EBACC APS score per pupil</b>	<b>National DS EBACC APS score per pupil</b>	<b>Hele’s DS % achiev- ing 5+Ba- sics</b>	<b>National DS % achieving 5+Basics</b>	<b>Hele’s DS av- erage A8</b>	<b>Na- tional DS av- erage A8</b>
<b>2023</b>	<b>44% ↑</b>	<b>27.7%</b>	<b>3.45 ↑</b>	<b>2.97</b>	<b>17%</b>	<b>25%</b>	<b>37.3 ↑</b>	<b>34.9</b>

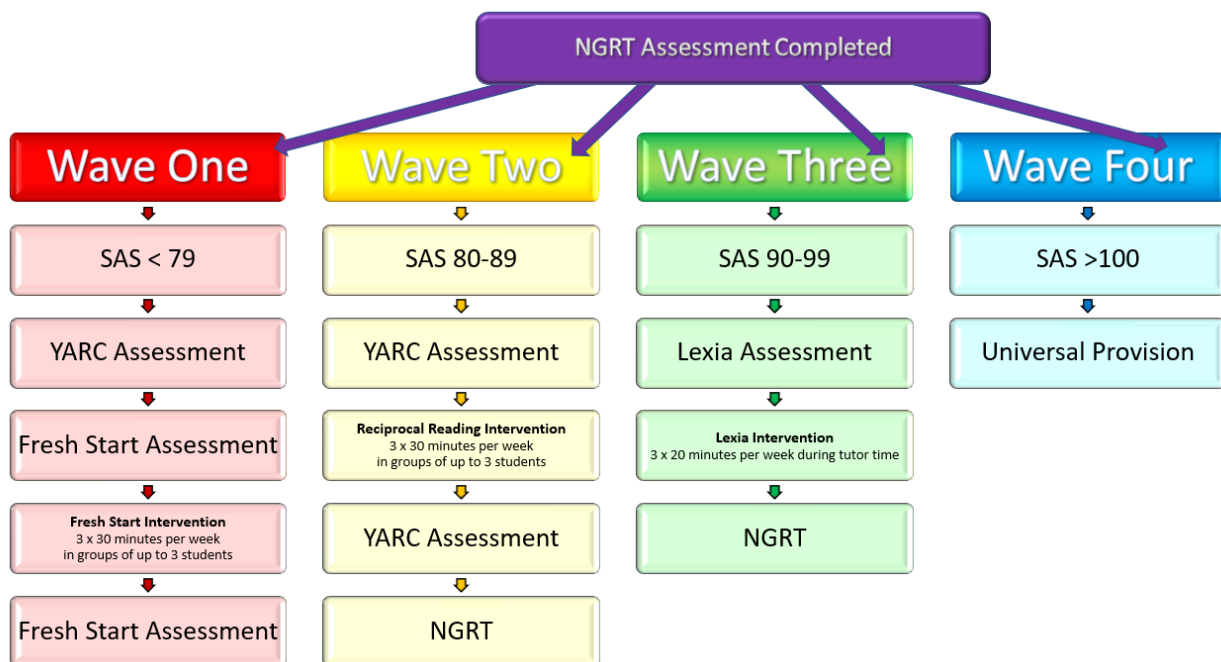
*This is even more marked in the local context, with Hele’s disadvantaged students performing broadly in line with local non-disadvantaged pupils across the EBACC.*

The academic performance of disadvantaged pupils at Hele's School continues to be a key driver for all staff and wider stakeholders, with a view to further reducing the gap further in the coming year. This focus is inherent in all that we do and throughout our Pupil Premium Strategy.

### Gaps in literacy (and numeracy) between the disadvantaged pupils and others closed during KS3

2022-23: Gap continues to close

Disadvantaged learners make up around 30% of the whole school cohort whose SAS score falls into the 'below average' (69-88) band based on NGRT tests. Just under 1 in 5 disadvantaged students fall into this band across all year groups, in contrast with just under 1 in 10 non-disadvantaged students. 48% of all disadvantaged students fall within the 'average' band (89-111) which is 4% higher than non-disadvantaged students, with a further 33% performing 'above average' (>112). This however is in contrast to 47% of non-disadvantaged learners, meaning there is still considerable work to be done, both on entry and through work with our primary feeder schools to ensure students have 'secondary-ready' literacy levels prior to commencing the KS3 curriculum. Work continues to support students at Hele's with an SAS score below 100. Since the creation of our Literacy Intervention Teacher role, the intervention model has been significantly enhanced to ensure all students receive appropriate support to improve their literacy levels:



In addition to this, our tutor reading programme has been rolled out for 2023-24 academic year, with all students engaging in guided reading 3 x 30 minutes per day. Teaching staff are also acutely aware of reading scores and plan deliberate reading practice to foster further improvement. NGRT tests are conducted twice annually for students in year groups 7-9 to gauge improvement and track and monitor the progress of individuals. This information is shared with all staff and reported to parents.

**Disadvantaged pupils aware of the options available to them and engaged in activities which develop cultural capital and aspiration.**

2022-23: DS students strongly encouraged to participate in extra-curricular activities and participation tracked & monitored.

*All students, including disadvantaged students, are encouraged to engage in extra-curricular activities. Parents are informed through a range of media of the opportunities available to students and advance briefings are given to disadvantaged students prior to the release of new opportunities, such as CCF applications, DofE and Enrichment Week. We have invested in a new program, Absolute Education, to track and monitor extra-curricular attendance in 2023-24. Numbers of PP students attending all clubs and activities are at least proportionate to the % of PP students in the school cohort.*

**No gap in the behaviour KPIs between disadvantaged pupils and others**

2022-23: Gap in internal and external isolations and fixed term exclusions continues to close

**Internal isolation (Reset):**

	No.of stu-dents	Repeat of-fenders	TOTAL	DS no. of stu-dents	DS %
<b>TERM</b>					
<b>2022-23</b>					
<b>1</b>	45	15	30	<b>17</b>	<b>56%</b>
<b>2</b>	35	8	27	<b>10</b>	<b>37%</b>
<b>3</b>	35	3	32	<b>12</b>	<b>38%</b>
<b>4</b>	31	5	26	<b>9</b>	<b>35%</b>
<b>5</b>	31	4	27	<b>13</b>	<b>48%</b>
<b>6</b>	62	8	54	<b>21</b>	<b>39%</b>

**External Isolation:**

	No.of stu-dents	Repeat of-fenders	TOTAL	DS no. of stu-dents	DS %
<b>TERM</b>					
<b>2022-23</b>					
<b>1</b>	4	1	3	<b>2</b>	<b>50%</b>
<b>2</b>	12	0	12	<b>2</b>	<b>17%</b>
<b>3</b>	5	0	5	<b>1</b>	<b>20%</b>
<b>4</b>	8	0	8	<b>2</b>	<b>25%</b>
<b>5</b>	15	3	12	<b>3</b>	<b>33%</b>
<b>6</b>	9	0	9	<b>2</b>	<b>22%</b>

### **Fixed Term Exclusions**

**Term 1:** 34 days – 20 incidents -14 students (6 disadvantaged) – 43%

**Term 2:** 28 days – 20 incidents – 15 students (6 disadvantaged) – 40%

**Term 3:** 12 days – 11 incidents – 11 students (1 disadvantaged) – 9%

**Term 4:** 36 days – 16 students (6 disadvantaged) – 38%

**Term 5:** 22 days – 18 incidents – 15 students (3 disadvantaged) – 33%

**Term 6:** 18 days – 16 students (2 disadvantaged) – 13%

*Although disadvantaged students continue to account for a disproportionate number of behaviour sanctions, it is clear that internal school strategies are being used to greater effect for this cohort, generally reducing the stronger sanctions or suspensions. Reducing this yet further remains an area of focus for us to work on over the coming year. We continue to review our Behaviour Policy, particularly with regards to amendments for students with specific learning needs and employ a Behaviour Coach to work with mid-level students with a view to changing the mindset around poor behaviour. We continue to explore additional interventions in addition to this.*

### **Multiple vulnerabilities not stunting academic and social progress of disadvantaged pupils.**

2022-23: Pastoral and SEN teams aware of students impacted by multiple vulnerabilities and systems refined to optimise outcomes for these students

*At each IA point, Heads of Year and tutors receive in-depth information on the performance of each cohort and individuals within, with a sharp focus on those with multiple vulnerabilities to ensure that their needs are being met. This is done through the Raising Standards process*

### **No gap in attendance rates between disadvantaged pupils and others**

2022-23: Current gap in persistent absence reduces

Overall attendance for the 2022-23 academic year was 92% - broken down this was 87.9% for disadvantaged pupils and 92.7% for non-disadvantaged, showing a gap of around 5%. Whilst we are still not happy with the current gap or indeed attendance overall, it is pleasing to see that we fall above national, both for overall attendance (+1.3%), as well as for the disadvantaged cohort (+2.6%). This can be largely attributed to the additional focus placed on attendance across the school community post-pandemic, but also the additional capacity to focus specifically on the attendance of disadvantaged students afforded through the creation of a Pupil Premium Pastoral Support Manager. This was new to our PP strategy for the 2022-23 academic year and is clearly beginning to pay dividends.

In terms of persistent absence, the overall figure for all students for the academic year 2022-23 sits at 24%, 4% below the national average. Around 1 in 4 persistent absentees are disadvantaged, therefore this remains a key focus for 2023-24.

**Disadvantaged pupils have access to resources required to be academically successful.**

2022-23: Audit completed for access to technology in the home and technology distributed accordingly. Personal allowance spend articulated to parents/carers and reminders sent.

*Audit completed and devices assigned where required. Other devices available for short-term loans as and when required by individuals or families. Letters sent 3 times annually to remind parents/carers of their personal allowance which is increasing from £150 to £175 for 2023-24 to reflect the cost of living crisis and offer additional support to families.*

**Disadvantaged pupils have access to resources to support their emotional wellbeing.**

2022-23: All PP students meet with their tutor or another member of the PP team to complete an Individual Education Plan at the start of each academic year. This outlines their home circumstances, current interests, strengths in learning, areas of development and aspirations for the future. This plan is used to signpost each individual and their parents/carers to possible uses for their personal allowance, as well as supporting referrals to in-house or specialist support, including enhanced pastoral support, counselling, Youth Worker interventions or anything else appropriate. Copies are shared through Provision Map with all teaching staff, including the student's tutor, Pastoral Support Manager and Head of Year.

**Externally provided programmes**

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

<b>Programme</b>	<b>Provider</b>
Who Am I?; Heroes Training; 5Live	Humanutopia
Power Up Literacy	Lexia Aspire Professional Learning
Fresh Start Phonics	Read Write Inc
Up Learn	Up Learn Ltd
Youth Work Service	Plymouth City Council

**Service pupil premium funding (optional)**

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

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	According to the Armed Forces Covenant, the Services Pupil Premium is there for schools to provide mainly pastoral support for service children. This is exactly how we deploy our Services Pupil Premium – training and support for our Heads of Year and Pastoral Support Managers, as well as additional training for our tutors, helping them to know every child within their tutor



	<p>group and support their individual needs. All Services students have access to enhanced pastoral support through our Student Services, with aspects such as priority waiting lists for school counselling, increased opportunities to work with the Head of Year and greater frequency of Careers Interviews to aid transition between phases. Many Services students and their families make use of these additional opportunities.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>In terms of outcomes, the results for Services students were broadly in line with the rest of the cohort. In the Basics measure of English and maths, 72% of Services students achieved a grade 4, broadly in line with non-Services students. At grade 5, 56% achieved the Basics – 1% below non-Services students. The Progress 8 score was positive at +0.04. 100% of last year's Service students went on to Education, Employment or Training. Whilst no quantitative data can confirm whether this was as a result of enhanced pastoral support, Student Voice from the end of Y11 would suggest the enhanced support received was a key factor in reducing anxiety and in turn, increasing outcomes, both academically in terms of GCSE outcomes and pastorally in terms of attendance and behaviour.</p>

### Further information (optional)

For Pupil Premium spending, we also allocate a small amount throughout the year on subject-specific interventions. Departments are able to request funding but must provide a clear rationale and evidence base for the funding request, along with intended outcomes and monitoring proposals. Previous applications have included new software, access to online learning like EduCake and Doodle. PP funding can also be requested to support with resources that will impact teaching and learning for all including classroom resources and additional rewards.

For this academic year, we have been able to secure in-house Maths and English tutors working across years 7-11. For many years, we have been unable to successfully recruit to the post for English so this is a pleasing enhancement to our provision. Largely this follows the 'keep up' rather than 'catch up' model.

In addition, we have been able to appoint a full-time Literacy Intervention Teacher to ensure appropriate provision for all learners where literacy needs are a barrier. Again, this is a real enhancement to our provision for all students, but particularly our disadvantaged cohort who are disproportionately affected by lower literacy levels.