

Pupil premium strategy statement – Mayflower High School

School overview

Detail	Data
Number of pupils in school (Sept 2024)	1635
Proportion (%) of pupil premium eligible pupils (Sept 2024)	9% of whole school 11% of Year 7-11
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2023 – July 2026
Date this statement was published	11/12/23
Date on which it will be reviewed	September 2024 September 2025
Statement authorised by	Mr R Griffiths
Pupil premium lead	Mrs K Streek
Governor / Trustee lead	Mrs D Campbell

Funding overview

Detail	Amount
Total budget for this academic year	£155,070

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, experience success, happiness and opportunity whilst at Mayflower High School. The focus of our Pupil Premium strategy is to support disadvantaged and other vulnerable students to achieve this goal.

We will carefully consider the challenges faced by our students and ensure that the activities in place are clearly defined and responsive to the particular needs of individuals. There is ongoing analysis and assessment to ensure that priorities are properly diagnosed and the impact of any measures adopted are monitored.

We have taken a tiered approach to our Pupil Premium spending: high quality teaching, targeted academic support and supporting wider strategies. We will use our pupil premium funding in line with the 'menu of approaches' set by the Department for Education.

High Quality Teaching

At Mayflower High School, we aim to have excellent teaching in every classroom, for every child, every day. Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for disadvantaged and other vulnerable students. Investing in high quality teaching is our top priority for Pupil Premium spending and this will benefit all students at our school.

Targeted Academic Support

We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those students who are not making good progress. We will put in a range of targeted academic support including structured small-group interventions that link to classroom teaching and the curriculum.

Wider Strategies

Some students also face significant non-academic challenges such as attendance, behaviour, and social and emotional needs. This can have a negative impact on their progress and success. We want to address the wider barriers to learning and support individuals through a range of activities.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Attendance data over the last year (2022-23) indicates that attendance for disadvantaged students has been lower than for non-disadvantaged students.</p> <p>Half of disadvantaged students were persistently absent in 2022-23. Our assessments and dialogue with students indicate that absenteeism is negatively impacting disadvantaged students progress.</p>
2	<p>Literacy Skills</p> <p>Assessments show that the reading levels are generally lower for disadvantaged students compared to peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 this year, 17% were below expected standard in writing compared to 8% of their peers.</p> <p>In the previous year (current Year 8), 38% were below expected standard in writing compared to 15% of their peers.</p>
3	<p>Progress and Achievement</p> <p>The results show that the progress and attainment for disadvantaged students of all abilities was generally lower than their peers.</p> <p>The Progress 8 in 2023 for disadvantaged students (14) was -0.81 which was significantly lower than the whole cohort at -0.10.</p> <p>The APS for 2023 for disadvantaged students was 33 compared to the whole cohort at 50.1 .</p> <p>43% achieved English & Maths at grade 4+ and 14% achieved English & Maths grade 5+.</p>
4	<p>Motivation and Engagement</p> <p>There is a lower participation level in clubs and extracurricular activities. Extra curricular opportunities are so valuable to all students to develop knowledge and skills beyond their experience. Some students may not have access to these opportunities due to a range of factors including the financial cost. We want to ensure that</p>

	<p>all disadvantaged students have the opportunity and encouragement to be involved in extracurricular activities.</p> <p>For example in 2022-3, there were only 2 disadvantaged students that took part in the Duke of Edinburgh scheme out of 72 students that took part.</p>
5	<p>Behaviour</p> <p>The data shows that there are higher levels of poor behaviour from disadvantaged students compared to peers. This is due to a range of factors including social/ emotional issues, lack of aspirations, engagement and the curriculum.</p> <p>For example, in the spring term last year 27% of disadvantaged students spent time in 10a compared to 4% of other students.</p> <p>There was a gap in achievement points and behaviour points issued in 2022-23 between disadvantaged students and their peers. For example in KS3, the average total achievement points was 113 for disadvantaged students compared to 144 for others. There was an average of 35 behaviour points for disadvantaged students compared to 29 for peers.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>1.Attendance</p> <p>To achieve and sustain improved attendance for all students , particularly our disadvantaged students.</p>	<p>By the end of our current plan, sustained improvement and high attendance for all students..</p> <p>This will be demonstrated by:</p> <p>The attendance gap between disadvantaged and non- disadvantaged peers to be reduced.</p> <p>The number of students with PA being reduced in all year groups.</p>
<p>2. Literacy Skills</p> <p>Improved reading and writing skills for all including our disadvantaged students.</p>	<p>Reading tests demonstrate an improvement in reading skills.</p>

	<p>Teachers should recognise the improvement in reading and writing skills through engagement in lessons and book scrutiny.</p>
<p>3.Progress and Attainment Improved progress and attainment among all disadvantaged students at the end of KS4 with a focus on Maths and English.</p>	<p>By the end of the current plan, the disadvantaged students will have achieved progress in line with their peers.</p> <p>The gap between disadvantaged and peers to be reduced for Attainment and students achieve in line with their FFT Targets (20).</p> <p>The progress and attainment will be monitored in all year groups termly. Intervention will be put in place to support individuals.</p>
<p>4.Motivation and Engagement To enhance participation and learning in activities beyond the classroom</p>	<p>Increased attendance at extracurricular activities and enrichment opportunities.</p> <p>Increased presence in student leadership groups.</p> <p>Increased attendance at intervention sessions for GCSE exams.</p>
<p>5.Behaviour To improve student behaviour through a range of strategies including training for staff, support for individuals and increasing aspirations for all students. To increase the flexibility of the pathways and curriculum that we provide to enhance the engagement of all students.</p>	<p>Student behaviour is improved in all year groups.</p> <p>This will be demonstrated by a reduction in school sanctions for disadvantaged students. There will also be an increase in rewards /achievement points issued and the gap reduced.</p> <p>Qualitative data and student surveys will show an improvement in behaviour, engagement and attitude.</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: £93,042 (60%)

Activity	Evidence that supports this approach	Challenge number (s) addressed
Developing high quality teaching through regular and effective professional development for staff.	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve student attainment, particularly for socio-economically disadvantaged students. Our school will focus on delivering excellent teaching in every class.</p> <p>The professional development sessions will focus on building knowledge, motivating staff, developing teaching techniques and embedding practice.</p> <p>T&L Framework introduced that will be focused on 6 key elements (greeting, retrieve, sharing criteria, questioning, adaptive teaching, independent practice) and all teachers will be aware of key elements.</p> <p>There will also be regular professional development to provide strategies to support behaviour management in the classroom and to enhance consistency across the school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	2,3,4 & 5

<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p>	<p>Improving Disciplinary literacy is key for all students to enhance progress and engagement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://www.gov.uk/government/publications/n-ow-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school</p> <p>https://www.oup.com.cn/test/word-gap.pdf</p>	<p>2, 3</p>
<p>Increasing opportunities for reading for pleasure and within subjects</p>	<p>Developing reading comprehension techniques will have a positive impact for all students.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>2,3</p>
<p>Use of diagnostic tests to support teaching and learning.</p> <p>CATS - Year 7 and new entrants Introduce Reading Tests</p>	<p>Standardised tests can provide reliable insights into the strengths and weaknesses of each pupil to ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://support.gl-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/about-cat4/</p>	<p>2,3</p>
<p>Recruitment and retention of staff</p>	<p>Staff will be motivated and supported in their role through the delivery of effective professional development and managing workload.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>3</p>

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

Budgeted cost: £31,014 (20%)

Activity	Evidence that supports this approach	Challenge number (s) addressed
Targeted small group academic support in Key Stage Three to develop language, literacy and numeracy.	<p>Small group support for students in which is matched to specific needs. Literacy and numeracy support for identified students in year 8 and year 9.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</p>	2,3
Intervention and resources to meet the specific needs of disadvantaged pupils with SEND	<p>Disadvantaged students with SEND have the greatest need for excellent teaching and support. This will cover a wide range of strategies identified on the Student's passport including Curriculum Support or a special learning programme for an individual.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	2,3,5
Teaching Assistant deployment and interventions	<p>Teaching Assistants will be strategically deployed to ensure that priority students are supported. Priority for support in core subjects in addition Teaching Assistants support identified students in the lead up to PPEs and examinations through 1:1 and small group sessions before and after school to focus on key areas of the syllabus or misconceptions.</p>	2,3,5

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkkit/teaching-assistant-interventions	
One to One and small group tuition	<p>Intensive individual and small group tuition will be put in place to support identified individuals. This will be linked to their learning in normal lessons. The impact of the tuition will be monitored.</p> <p>This includes small group maths tuition from a qualified teacher for students in all year groups.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkkit/small-group-tuition</p>	2,31,5
Peer Tutoring - KS3 Paired Reading	<p>Paired reading will be further developed this year to support students in KS3.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkkit/peer-tutoring</p>	2,3

Wider Strategies (for example, related to attendance, behaviour and well being)

Budgeted cost: £31,014 (20%)

Activity	Evidence that supports this approach	Challenge number (s) addressed
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<p>Attendance of students is monitored regularly by the Attendance Officer.</p> <p>Actions are put in place to support individuals based on identified areas of concern to improve attendance.</p>	<p>A range of approaches will be put in place to improve school attendance including supporting parents.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance</p>	<p>1,3</p>
<p>Homework Club</p>	<p>The after school ‘Homework Club’ takes place in the library after school on two days a week. The students are offered support and have access to computers to complete their homework.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>3,4</p>
<p>Behaviour Support Interventions</p>	<p>Students with specific behavioural needs are supported with a range of approaches including external agencies. These include The Bridge, Behaviour and Learning Mentors, Evolve and CSS.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>3,5</p>
<p>Social and emotional learning (SEL) Interventions</p>	<p>Students are supported with particular needs to enhance their learning, engagement and outcomes later in life. for example Social skills groups, Lunchtime clubs, and counselling.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1,3,4,5</p>

<p>Mentoring</p>	<p>Identified students to be linked with a mentor which may be an older peer or a member of staff. In general, the mentoring will aim to build confidence and relationship, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>1,3,4 5</p>
<p>Support for extracurricular activities, including sport, outdoor activities, arts and culture. Support towards Educational Visits and Resources</p>	<p>Extra curricular activities are an important part of learning. Students will be encouraged to participate and financial support will be offered if needed.</p> <p>Students will be offered funding towards subject resources such as revision guides and art Materials.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://assets.publishing.service.gov.uk/media/5fd0c3f28fa8f54d5c52dde4/ELS_what_works_paper.pdf</p>	<p>3,4</p>
<p>Improved support for parents through workshops and positive communication .</p>	<p>Parental engagement and support is key to improved academic outcomes and attendance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>1,2,3,4,5</p>
<p>Summer School</p>	<p>Our summer school is aimed at supporting pupils at the transition from primary to secondary school with a focus on literacy and enrichment activities.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	<p>2,4</p>

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Attendance

In 2023/4, we have focused on improving the attendance of all students in our school and have seen improvements since the previous year, however the gap continues to be significant between disadvantaged students .

	Mayflower 2022/3	Mayflower 2023/4	National 2023/4
7-11 School attendance	86.9	91.7	(Not available yet)
All PP	81.5	86.1	
All Non PP	77.4	92.1	
Percentage of PA	44.7	15.9	
Percentage of PP who are PA	54.5	40.3	
Percentage of non-PP who are PA	46.4	21.8	

A wide range of strategies were put in place during the year to improve the attendance and reduce the PA rates. These have included meetings with parents/carers, support for individuals, rewards for improvements, assistance with transport cost, mentoring, and support in the Hub. There were 95 disadvantaged students identified in 2023/4 with attendance concerns and a bespoke approach was put in place for each student depending on the cause of the absence.

Next Steps:

Our attendance data shows that the gaps are still significant, and attendance continues to be a high priority in 2024/5. We will continue to track attendance and put in support for all individuals and families to increase the attendance for all disadvantaged students. We have also introduced a range of initiatives to reward good attendance across all year groups which has been positively received by students and we will continue to do this.

1. Literacy Skills

In 2023/4 we implemented the literacy strategy to improve the reading and writing skills for all, including the disadvantaged students. This has three key strands: curriculum, intervention, and fostering a wider love of reading. Whole cohort testing using NGRTs was introduced, and the data has been analysed to identify disadvantaged students requiring targeted intervention. Across the school, we have had events to promote literacy including author visits.

We used both paired reading and the reading fluency programme for Herts for Learning. This targeted students in years 7&8. The reading fluency project has shown a significant improvement in reading following 8 week intervention. For individual students there has also been 1:1 reading support with a focus on reading comprehension.

During this year the progress of improving literacy has been hindered as we didn't have a librarian to support literacy interventions and the use of NGRTs.

Next Steps:

In 2024/5 to further improve the reading skills for all we are planning to focus on making the library the hub of the school following the recruitment of a librarian, who is due to start in November. We will utilise the librarian, who is trained in NGRT analysis and phonics, to inform targeted interventions for students including those that are disadvantaged who are below their chronological reading age. We will review the impact of these targeted interventions with the smaller cohort using NGRTs. We will continue developing curriculum work to implement key strategies for disciplinary literacy and oracy within the curriculum. Over the year, we will revisit DEAR (Drop Everything and Read) and reading within lessons, with targeted texts embedded in the curriculum. We will continue to promote key events such as World Book Day and author visits.

Disadvantaged students will continue to have targeted interventions through the Progress Centre when needed, and the impact of these interventions will be tracked and evaluated.

2. Progress and Achievement

We have analysed the performance of our school's disadvantaged pupils in all year groups, drawing on national assessment data and our own internal summative and formative assessments.

All students are set FFT20 aspirational target grades and we monitor the percentage of pupils on or above their target grades across their subjects in all year groups.

The progress of all students including disadvantaged students was tracked termly in years 7-11 using a range of assessments. Student progress meetings were held to review the progress of students within each year group with a focus on PP students. A range of intervention strategies for individuals that were working below their target grades was put in place including for the most able PP students and those with SEND.

GCSE Outcomes 2024:

	Mayflower High (disadvantaged)	Mayflower High (non disadvantaged)	Local Authority (non disadvantaged)	National (non disadvantaged)
Number of pupils	23	245	12578	Not available yet
Progress 8	-1.25	-0.17		
Attainment 8	28.43	49.3	48.8	
Ebacc Entry (%)	22	65	43.6	
Ebacc APS	2.54	4.61	4.6	
Attainment in English and Maths (% 5+)	17	51	50.5	
Attainment in English and Maths (% 4+)	30	73	70.5	

Data from 4Matrix (19/9)

The GCSE outcomes for many of our disadvantaged students in 2024 were lower than we had hoped for. This was due to a wide range of factors that impacted progress and achievement. The attendance of this group was a significant issue with 56% of the group (13) attending school for 75% or less. There were 2 students that were at full time alternative education placements. 47% of the group had identified SEND and extra support and adaptive teaching was in place for all. All students were supported in school and a range of intervention was put in place including extra tuition and mentoring. Our evaluations show that the majority of students that were mentored during Year 11, showed an improvement in their final results compared to the PPEs and many improved their attendance to school. 37 disadvantaged students had one to one tuition during the year in Maths which was in place and linked to their learning in the classroom.

Next Steps:

We will continue to focus on improving the progress and achievement of all disadvantaged pupils as a high priority to improve the outcomes in 2025 and beyond. A range of strategies are in place within

subjects and to support achievement including the focus on high quality teaching and assessment. Attendance is the main factor from our data that impacts progress and we will continue to make this a high priority for all Pupil Premium students. For the pupils in year 11, there will be extra support for their GCSE exams including revision week, revision resources, Danbury trips, intervention and QLA. Student progress meetings will be held termly to review the progress of all disadvantaged students against their FFT targets and intervention will be put in place where needed. There will be a focus on all students including the most able, EAL and those with additional needs.

3. Motivation and Engagement

In 2023/3 we ensured that we supported all disadvantaged pupils to attend educational trips and visits. This included a wide range of activities including the Nuclear Races (Years 7 & 10), Hampton Court, Tower of London, and Geography Field work. We also funded resources across subjects including revision guides, Food Technology and Maths equipment, to ensure that students could have access to the required items to support their learning. We hosted a Jamie Oliver Ministry of Food workshop in the summer term for students in Year 7 & 8 with the majority being disadvantaged students which received positive feedback from all students. We have been pleased to see an uptake in the number of disadvantaged students taking part in D of E compared to the previous years and we want to continue to increase the participation at extracurricular activities.

We ran a summer school in August and invited all known disadvantaged students that were joining our school in Year 7 as part of the invited cohort (however only a small number attended). This event had a range of sessions including DT, sport and mindfulness. All parents/carers were invited for the celebration event on the final day and in the evaluation 100% of parents/carers said it had been worthwhile for their children to attend and they had benefited from it.

Next Steps:

In 2024/5, we want to see a greater rate of participation in all extra curricular clubs and enrichment activities from disadvantaged students. We will aim to do this by continuing to promote the importance to staff of encouraging disadvantaged students to be part of activities beyond the classroom. We will ensure that equipment and any resources can be funded and will continue to look for opportunities to develop the cultural and sporting opportunities for all. The tracking of attendance to clubs will be enhanced with the new systems available on Bromcom from January 2025. .

4. Behaviour

In 2023/4 significant changes were made to improve the behaviour of all students including the disadvantaged students. Within our classrooms a simple approach has been adopted and is used by all class teachers: remind, refine and remove. We have seen a reduction in the number of class removals, however the proportion of disadvantaged students that are removed is higher and this will be a continual area to focus upon. There are school detentions that take place and clear consequences if students fail to attend. The reset room and ISR are used effectively as part of the behaviour system. There is daily and weekly tracking of behaviour which is shared with staff to ensure that intervention is put in place for any students including the disadvantaged to support their behaviour and engagement.

The Hub has supported students with social, emotional and mental health needs and in 2023/4, 16 Pupil Premium students received support there during 2023/4.

There has been effective and regular CPD for staff on behaviour management strategies which has supported behaviour across the school. All pastoral staff have been fully trained in TPP, and there was training for all staff in the summer term on the importance of TPP.

Next Steps:

We are still concerned about the proportion of disadvantaged students compared to others that have received sanctions including the Reset Room, ISR and Exclusions. This is a continued high priority area for us and a range of strategies will be in place during 2024/5 to support these individuals. There is also a continued gap between disadvantaged students and others for achievement and rewards in all year groups, which we would like to narrow.

There will be continued CPD for staff on adaptive teaching and behaviour management. Context sheets for SEND will be used by all teachers to ensure that strategies are in place to support those with additional needs which impact upon their behaviour in the classroom.

Pastoral staff, the Hub and external providers will continue to support students including the disadvantaged students when needed to enhance behaviour and attendance.

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
Building a future	YMCA Prittlewell
Vocational Inclusion Programme	BEP

Further information

Our evaluation of the approaches delivered last academic year indicates that our strategies to address wider challenges to learning such as attendance and behaviour did make a significant difference, however there is still work to be done to achieve our planned outcomes by 2026. We will continue this year to focus on improving the attendance of disadvantaged students in Years 7-11 using a range of approaches.

We will use a range of evidence in the Autumn term 2024/5 to ensure that we have diagnosed the needs of all disadvantaged students for this coming year, and that the strategy continues to focus on the current individuals including:

- KS2 Data
- CATS
- NGRT - Reading Scores
- Assessment data across all subjects against FFT 20 aspirational targets
- PPE Results for Year 11
- Attendance data
- Feedback from lessons
- Work sampling
- Pupil and teacher feedback
- Behaviour Records
- Achievement and Rewards
- SEN Data
- Communication with parents
- Pastoral and wellbeing information

Investing in high quality teaching will continue to be our top priority for Pupil Premium spending. This will include professional development for all staff and support for early career teachers. A range of CPD opportunities have been planned for 2024/5 with a range of topics including adaptive teaching, TPP, questioning, knowledge retrieval and assessment for learning. There is also a planned programme for quality assurance and to support teachers in their roles.

We are planning to further enhance the mentoring programme for the Year 11 disadvantaged students during this year, and to involve more staff in the team as mentors to support the students. Support for mentors will be given to ensure that focused conversations take place with all students to help them aspire.

We are also aiming to introduce a mentoring programme for all disadvantaged students to identify any barriers to their learning and to identify any support that can be given to enhance their success, happiness and opportunities. This will help us

alongside a range of data to diagnose individual needs and to develop a personal approach for each disadvantaged student in our school.

We would also like to further develop our relationships and communication with families to hear their perspective and to understand any further support that we can give to their children to improve their attendance, behaviour and learning. The Summer School included a celebration event which was positively received by all the families that attended and created a good opportunity to build a relationships . We are introducing in October 2024 a new 'Meet the teacher' event for all families with students in Year 7 and will look for more opportunities during the year to enhance this key area.

In 2024/5, we are planning to further develop the monitoring processes for the Pupil Premium strategy through a range of quality assurance approaches including book reviews, teaching & learning observations and feedback from stakeholders. This will ensure that the strategy is fully embedded and adapted when appropriate.

We found the uptake to the summer school for disadvantaged students to be low. This is something we want to review in 2024-2025 and further enhance the transition of the PP students..

We will aim to continually improve our support for disadvantaged students by keeping up to date with relevant research, and will continue to liaise with other local primary and secondary schools to share strategies to improve the outcomes and opportunities.

We will also continue to work closely with our Pupil Premium Link Governor to evaluate our strategy and the outcomes each term. All data is shared and any adaptations to the strategy are discussed and monitored.