

Pupil premium strategy statement – Manor High School

This statement details our school's use of pupil 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
Number of pupils in school	2022-23 = 929, 2023/24 = 925, 2024/25 = 930
Proportion (%) of pupil premium eligible pupils	2022/23 = 15.3%, 2023/24 = 15.4%, 2024/25 = 12.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	December 2024
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Simon Greiff, Headteacher
Pupil premium lead	Helen Newbery, Deputy Headteacher
Governor / Trustee lead	Grace Brown (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,807
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£From 2023/24 - £12,200
Total budget for this academic year	£180,007

Part A: Pupil premium strategy plan

Statement of intent

At Manor High School, we have the highest aspirations for every student. Our use of the Pupil Premium is underpinned by diagnostic evaluation of our students' challenges and needs and strong educational evidence informed by the EEF (Educational Endowment Foundation).

Our context

GCSE results are exceptional and well above national averages across all areas. 2020, 2021 and 2022 and 2023 results were also exceptional in all areas. In 2023 Manor High School was within the top 1% of all schools nationally for progress, top in Leicestershire and joint top in Leicester. Part of a Multi-Academy Trust (OAK MAT) Manor High is a multicultural academy, reflective of the city of Leicester and environs. NOR is typically 900 (938 currently), however the school is growing and will peak at 1050 by 2028-9. The majority of MHS pupils come from outside the relatively affluent town of Oadby with some residing in the most deprived parts of the city of Leicester. Pupil Premium students also achieve higher than national.

Our intent

All pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. Our curriculum provides a broad range of subjects with a balance of learning opportunities, both academic and vocational. We are aspirational for our students. They are encouraged to follow the English Baccalaureate. Around 90% do. This is an equality right. Those for whom the English Baccalaureate is not suitable have alternative options, including vocational certificates (BTEC, Cambridge Nationals and NCFE quals).

Our students from disadvantaged backgrounds have the same access to our curriculum and opportunities as their peers, and so their attainment and progress outcomes are significantly better than non-disadvantaged students nationally. Through high expectations, appropriate support, a strong pastoral and tutor system and effective systems and strategies we are able to break down barriers to learn so that Manor High students from disadvantaged backgrounds achieve and succeed whilst in our care. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching, 'The Manor High Way' (our vision for developing consistent classroom practice across the school. It is driven by making high expectations and quality first teaching strategies clear, concrete and visible for all stakeholders), is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

There are numerous opportunities to study outside the classroom through an Outlook Expedition, Duke of Edinburgh's Award, trips abroad, after school clubs, sports, arts activities and more. Students of all abilities have access to a range of enrichment activities, trips and visits. During the last couple of academic years there have been on average 35 trips and visits, from across the curriculum and year groups, ranging from London Art gallery visits to Games design trip to Derby University. Approximately 49% of pupil premium students have taken part in these activities.

Our principles

We ensure that teaching and learning opportunities meet the needs of all the students. We ensure that appropriate provision is made for students who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils 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 pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. We also recognise that social mobility exists, with many students residing in poorer areas of the City, progressing well and securing places at University. Our ultimate objectives:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to perform in line with the rest of the cohort with regards to their GCSE results.

Challenges

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

Challenge number	Detail of challenge			
1	Ensuring all students make good academic progress regardless of their starting point. The attainment of disadvantaged pupils is generally lower than that of their peers.			
	KS2 data			
	Year	KS2 APS PP	KS2 APS Non PP	Gap
	2024/25	101.86	104.75	-2.89
	2023/2024	106.6	104.47	-1.59
	2022/2023	105.17	106.81	-1.67
	KS2 data suggests that the gap is wider for this cohort of Year 11's meaning students have joined us at a lower starting point compared to their non PP peers.			
2	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. Disadvantaged students generally arrive with weaker literacy skills. The challenge is to ensure all pupil premium students achieve 'the basics' of a grade 4+ in Maths and English in year 11.			
3	Research suggests many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers			
4	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.			
	Our assessments, through pupil voice, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.			

5	School data shows that students in receipt of pupil premium are less likely to engage with the rich variety of co- curricular opportunities available and therefore this can reduce the variety of experiences, leading to a limitation of understanding and access to the curriculum. Engaging higher attaining students in an academically challenging curriculum that opens doors to further study, careers and aspirational life goals.			
6.	Pupil Premium:			
	Last year's data:		Attendance	Absence
	Overall 2023-2024		86.1%	13.9%
	Overall 2024-2025		88.6%	11.4%
	Trend			
	Non PP:			
	Last year data:			
	Term	Attendance %	Absence %	Unauthorised absence %
	Autumn 2023-2024		93.1%	6.9%
	Autumn 2024-2025		93.9%	6.1%
Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 7-5.3% lower than non-disadvantaged pupils.				

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>Improved attainment among disadvantaged pupils, which steadily closes the gap with their peers, across the curriculum at the end of KS4, especially in English, Maths and Science.</p> <p>Support disadvantaged students to achieve a standard pass (4-9) in English and Maths and a strong pass (5-9) in English and maths.</p> <p>Increase the percentage of students achieving grades 4-9 in Combined Science.</p>	<p>PP students at Manor High do better than other students nationally in English, Maths and Science</p> <p>Pupils eligible for PP, identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, so that 75% meet or exceed FFT20 estimates. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD).</p> <p>100% of disadvantaged pupils enter the English Baccalaureate (EBacc) in 2022-23. In the last 3 years this figure was between 80-90%</p> <p>Outcomes for pupil premium students shows a progress 8 score in line with their peers. Outcomes for pupil premium students are consistently good across all subjects</p>
<p>Improved reading comprehension among disadvantaged pupils across KS3, using Accelerator Reader.</p> <p>More rapid progress in literacy for Year 7 and 8 pupils eligible for PP funding to enable them to access the KS4 curriculum.</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. Reading ages,</p>

	<p>generated by Accelerated Reader, are identified in Year 7. Students are retested to monitor progress.</p> <p>At least 50% meet or exceed FFT5 estimates and 100% meet FFT20 estimates in English and Maths.</p> <p>Pupils eligible for PP funding will make progress at a faster rate than NPP students. This will be evidence using the accelerated reader programme and data captures chronologically through the year, so the gap closes.</p>
Improved metacognitive and self- regulatory skills among disadvantaged pupils across all subjects.	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p> <p>Class charts is a recent system used to support students and parents with homework, and shows the staff and student engagement, which we will monitor over time. This will give valuable data to assess the behaviour of students and the opportunity how interventions to support good behaviour can be used moving forward.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations.</p>
<p>Increased exposure to/participation in a variety of new experiences to broaden minds and facilitate increased access to the curriculum. Curriculum equity is prioritised and higher attaining PP students access an academically challenging curriculum that leads them to level 3 post 16 study or apprenticeships.</p> <p>Support with D of E and work experience where applicable.</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by: A significant increase in participation in enrichment activities, particularly among disadvantaged students.</p> <p>Entries for the E-Bacc suite in line with the national average HA students access post 16 study or apprenticeships at level 3</p> <p>All disadvantaged students take part in at least one educational visit.</p> <p>Same proportion on PP and NPP participate in work experience weeks (Y10).</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Students and families are supported to re-establish the routines, expectations and structure of school.	<p>Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 90% to 95% in line with NPP pupils, so that</p>

	the % sessions missed is broadly in line with the National average of 5%.Target of 96%.
To review and continue to adapt SEND department. Leadership within SEND to create a more dynamic structure that reflects and meets the needs of students in a much more focused way.	Ensure the SEND team is established and able to meet the needs of students effectively.

Activity in this academic year

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

1. **High quality teaching** Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. Coaching programme.
2. **Targeted academic support** Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.
3. **Wider strategies** Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy. While many challenges may be common between schools, it is also likely that the specific features of the community each school serves will

affect spending in this category. Many approaches within the tiered model will overlap categories, and the balance between categories will vary from year to year as schools' priorities change.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 77,774.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments – GL Assessment suite. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF +6 months impact – feedback	1, 2, 3,
Pupil Premium Co-ordinator, to work with the Senior Leadership Team to lead a whole school programme focused on improving the outcomes and progress of identified students and to narrow the gaps of groups within school. Administration of AP.	Funding streams targeted at improving outcomes for identified students and ensuring that pupil premium and catch- up funding reaches the groups of students for whom it is intended and makes a significant impact on their education. Recovery Premium - DfE supplementing the PP fund?	All

<p>Employment of suitably qualified TAs, especially with a specialism in dyslexia and autism. Trained ELSAs on site. Extra staffing in maths. Year 11 revision support. Members of NASEN and access to the NASEN supportive CPD for TAs.</p>	<p>The research suggests that small group tuition leads to moderate impact in comparison to those students who do not receive small group tuition. +5 months impact – one to one tuition +4 months impact – small group tuition +5 months – collaborative learning approaches +7 months impact – meta-cognition and self-regulation +4 months impact – social and emotional learning</p>	<p>1,2, 3, 4, 5</p>
<p>To raise awareness of the PP cohort to ensure effective planning, differentiation and in class inceptive support. To improve the quality of feedback for the PP cohort. All PP marked in SIMs.</p>	<p>Feedback has strong evidence for improving the learning and progress. If teachers know who the PP students are they can ensure they are targeting them with verbal and written feedback, AFL, questioning, grouped for collaborative learning, and provided individualised instructions more frequently. For PP students the difference between a good teacher and a bad teacher is a whole year's learning.' PP students are in need of targeted support in class if they are underachieving, and this strategy allows these students to have more immediate First wave intervention. MINT class seating plan package, Pride in presentation, Use of purple pen for progress +6 months impact – feedback +5 months impact – collaborative learning</p>	<p>1, 5</p>
<p>To support PP students with iPad hire costs to enable them to access the same learning as non PP students.</p>	<p>The school is working to ensure that students are all able to access resources regardless of background. This will improve instant feedback to students and enable them to collaborate with both teachers and peers. +6 months impact – feedback +5 months impact – collaborative learning</p>	

<p>To hold walking talking mocks for Yr 11 students. This will be used to bolster marks in the summer exams and promote meta-cognition.</p>	<p>Research shows that feedback and meta-cognition and self-regulation has significant impact. This will be used to support PP students with examinations by helping them to understand exactly what they will be face. The teacher will demonstrate the process and show how to answer exam papers to maximise marks.</p> <p>+6 months impact – feedback +7 months impact – meta-cognition and self-regulation</p>	<p>1, 3</p>
<p>Accelerator Reader - targeted students with reading ages below their chronological age supported by Study Centre Manager and through weekly reading homework</p>	<p>Reading Comprehension Strategies – EEF</p>	<p>1, 2</p>
<p>Teacher professional development. Eg: Funding for teachers to take part in greater CPD opportunities to improve Teaching and Learning – funding for supply costs. This includes the use of StepLab to support staff with their practice.</p> <p>We fund professional development and instructional coaching focused on each teacher's subject area.</p>	<p>DfE – Delivering World-Class Teacher Development (June 2021)</p> <p>“Teachers are the foundation of the education system – there are no great schools without great teachers. The quality of teaching is the single most important in-school factor for improving student outcomes – and is particularly important for pupils from disadvantaged backgrounds”.</p>	<p>1,2, 3 and 5</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p>	<p>1, 2</p>

<p>Eg: Spelling Bee</p> <p>The school has a Literacy Coordinator and Literacy Ambassadors that support and organise these activities.</p> <p>Oracy-Phonics</p> <p>Whole school training and ground rules for talking point – consistent approach across the school.</p> <p>Debating club to develop oracy further.</p> <p>Whole school reading programme run through tutor programme to close gaps even further.</p>		
<p>Provision of additional resources that underpin the effective delivery of the curriculum.</p> <p>Eg: provision of ingredients for cooking, sets of books for class readers for tutor time, art and DT consumables and assistive technology for student use in the classroom.</p>	National Food Strategy 2021 – Recommendation 3: Launch new eat and learn initiative for schools. Pg. 15	1,2,3,4,5
<p>Administration time for the SEND team to support the progress of PP students with regards to access arrangements.</p>	<p>+7 months impact – meta-cognition and self-regulation</p>	1, 3
<p>SEND Assessments</p>	<p>SEND Code of practice</p> <p>Remove a financial barrier to diagnosis for SEND</p>	1,2, 3

Bespoke Ed Psyc reports for identified FSM students		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£10,076**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>GCSE holiday revision and intervention classes for PP to improve teaching and learning outcomes.</p> <p>Catch up clubs for Years 7-9</p> <p>Peer Support</p>	<p>Application of Access arrangements to ensure PP students are on par with their peers, if academically disadvantaged.</p> <p>Summer Schools - EEF</p>	1, 2, 5
<p>Funding an Ed P to complete the necessary assessments for the form 8s.</p>	<p>Intervention for those PP students below expected. Students identified through data and sessions offered in English and maths.</p> <p>+4 months impact – small group tuition</p> <p>+7 months impact – meta-cognition and self-regulation</p>	1, 2, 3
<p>Music tuition and graded examinations</p> <p>Opportunity for all PP students to access funded music tuition through our network of peripatetic music teachers</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>+3 months impact – Arts participation</p>	5
<p>Adopting a targeted reciprocal reading programme as a reading intervention for disadvantaged pupils who need</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p>	2

<p>additional help to comprehend texts and address vocabulary gaps.</p> <p>In order to support lower ability learners, a Reader Leader scheme is taking place to assist students in Year 7 who have an average reading age of 9 or below. This improves their reading comprehension. This is led by our KS4 students who have an average reading age of 15 or above and are highly competent in their reading skills.</p>	<p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Targeted in school intervention led through TA's to support focused students to improve levels of numeracy and literacy. This targeted tuition will support small groups of students where a gap has appeared in their learning.</p>	<p>+4 months impact – small group tuition</p>	<p>1</p>

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

Budgeted cost: **£92,576.42**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved attendance of PP students, further closing the gap relative to other students in school.</p> <p>Attendance certificates, ASPs, assemblies, home visits, target group.</p> <p>Tutors to also work with students during registration time to support having one to one conversations regarding attendance.</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>HMs primarily, and other staff will get training and release time to develop and</p>	<p>Parental involvement shows moderate impact for moderate cost.</p> <p>The support ensures that they are able to get to school. The NFER briefing on raising performance of PP students states: 'more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.'</p> <p>Attendance Officers per House who monitor pupils and follow up quickly on trancies. First day response provision.</p>	<p>1, 3, 4</p>

<p>implement new procedures, where necessary. House Managers in their capacity as Attendance support officers will be appointed to improve attendance.</p> <p>Appointment of Attendance (Hu Mo)</p>	<p>Support for paying for school bus. Attendance Manager focuses on PP students to contact on first day of absence Meetings with PP parents and students who have low attendance.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. +3 months impact – parental involvement</p>	
<p>Pastoral support targeted at our most vulnerable students to improve the positive behaviour and self-esteem, anxiety and confidence.</p> <p>Safeguarding CPD for all staff and master classes for the DSLs, to enhance the provision around safeguarding the most vulnerable.</p> <p>SEND CPD via NASEN for TAs and teaching staff.</p>	<p>John Dunford speaks about the need for 'Forensic Personalisation'. This is especially true for PP students. Middle Leaders, Teachers, Tutors and Behaviour and attendance support need to work together to ensure that the individual needs of each PP student are met.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>HOD, HMs, Teachers and Tutors make PP a priority and analyse their performance and design personalised interventions.</p> <p>Close monitoring of progress. Regular feedback for targeted students.</p> <p>Counsellor available when necessary, including bereavement counselling.</p> <p>Members of safeguarding network to ensure all resources are gained where safeguarding is an issue/barrier.</p> <p>Young Minds January 2021</p> <p>The Recovery Curriculum Professor Barry Carpenter 2020</p> <p>School data shows that there is an increased prevalence of persistent absence, self-harm and anxiety among students.</p> <p>+4 months impact – social and emotional learning</p> <p>+4 months impact – small group tuition</p> <p>+4 months impact – behaviour interventions</p> <p>+7 months impact – meta-cognition and self-regulation</p> <p>+3 months impact – parental involvement</p>	<p>1, 3, 4</p>

<p>To improve the life experiences of PP students to provide equity in comparison to their NPP counterparts. As and when possible to consider supporting families – cooking lessons etc Continuation of hardship fund to subsidise 50% towards uniform, equipment and PE kits for PP students. Also small educational visits deemed essential to the well-being or aspirations of the child will be fully funded.</p> <p>All PP students will have a budget of £100 towards educational excursion eg: Ski trips or languages trips</p>	<p>Research shows parental involvement shows moderate impact. Some funding is protected so that we can support our PP FSMs students in ensuring that they have the correct uniform and that they can take part in Educational school visits.</p> <p>+3 months impact – parental involvement</p>	<p>1, 4</p>
<p>To improve the life experiences of PP students to provide equity in comparison to their NPP counterparts.</p> <p>Careers education programme.</p> <p>Disadvantaged students to be more motivated to aim high, and accelerate their progress so they can attain as well. PP and disadvantaged to access additional support from our Careers Advisor.</p>	<p>Research suggests that sports participation, aspiration interventions, outdoor adventure learning, collaborative learning, D of E, Arts participation have measurable impact. PP students will engage in all aspects of life. All PP to engage in at least 1 CEIAG experience per year and extra -curricular experiences. Taking the PP students to local sixth form colleges and Universities, organising for taster events facilitated by Universities both on and off site, will mean that they aim high and in turn will encourage the more able students to achieve well across their subjects.</p> <p>PSHE SoL purchased to particularly tailor PP needs. +3 months impact – Arts participation +3 months impact – parental involvement</p>	<p>1,4, 5</p>

Alternative provision.		
<p>Adoption of a cognitive behavioural therapy (CBT) intervention and counselling for specific pupils who require support with regulating their behaviour and emotions.</p> <p>This includes training for pastoral staff and collaboration with other schools and external agencies.</p> <p>Mental Health ambassadors trained both in staff and students.</p> <p>Flourish project hub.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	1, 5, 6
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>House Managers primarily, and other staff will get training and release time to develop and implement new procedures, where necessary. HMs in their capacity as Attendance support officers will be appointed to improve attendance.</p> <p>Where students are struggling to attend, looking into flexible, temporary alternative provisions, particularly with a therapeutic focus.</p> <p>Example: Anstey Alpacas.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	1,6

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Total budgeted cost: £180,426.97

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

These results are the second set of traditional GCSE results. In current headlines from our results include:

Details		EM Threshold														Progress			
		Entered		Standard Pass						Strong Pass						Summary			
				Both		English Only		Maths Only		Both		English Only		Maths Only					
Name	Pupils	#	%	#	%	#	%	#	%	#	%	#	%	#	%	KS2 APS	Entries	Score	% Positive
+ Males	129	127	98.45	101	78.29	9	6.98	6	4.65	84	65.12	13	10.08	7	5.43	105.57	122	0.7	72.13
+ Females	77	77	100	66	85.71	4	5.19	2	2.6	49	63.64	14	18.18	2	2.6	106.24	71	0.69	74.65
+ Gender Gap	52	50	-1.55	35	-7.42	5	1.78	4	2.05	35	1.48	-1	-8.1	5	2.83	-0.67	51	0.01	-2.52
▼ attendance																			
+ 90-100%	95	95	100	81	85.26	7	7.37	1	1.05	66	69.47	13	13.68	3	3.16	106.48	90	1.19	84.44
+ 80-90%	88	88	100	75	85.23	5	5.68	5	5.68	60	68.18	11	12.5	6	6.82	105.76	82	0.74	75.61
+ 70-80%	8	8	100	5	62.5	1	12.5	1	12.5	3	37.5	1	12.5	0	0	104.21	7	-0.38	28.57
+ 50-70%	4	4	100	3	75	0	0	0	0	2	50	1	25	0	0	106.33	3	-0.95	33.33
+ 0-50%	11	9	81.82	3	27.27	0	0	1	9.09	2	18.18	1	9.09	0	0	101.73	11	-2.59	0
+ NON ATTENDERS	7	6	85.71	2	28.57	0	0	1	14.29	1	14.29	1	14.29	0	0	103.5	7	-2.42	0
▼ LAC																			
+ LAC	1	1	100	0	0	0	0	0	0	0	0	0	0	0	0	79	1	-1.6	0
+ PLAC	1	1	100	0	0	1	100	0	0	0	0	1	100	0	0	97.5	1	0.02	100
► Pupil Premium																			
▼ FSM																			
+ FSM	30	30	100	22	73.33	2	6.67	1	3.33	13	43.33	7	23.33	2	6.67	104.47	29	0.3	65.52
+ Non FSM	176	174	98.86	145	82.39	11	6.25	7	3.98	120	68.18	20	11.36	7	3.98	106.06	164	0.76	74.39
+ FSM Gap	-146	-144	1.14	-123	-9.05	-9	0.42	-6	-0.64	-107	-24.85	-13	11.97	-5	2.69	-1.59	-135	-0.46	-8.87

2022-2023

Details		EM Threshold														Progress 8								Attainment 8			
		Entered		Standard Pass						Strong Pass						Summary				Baskets				Summary		Baskets	
				Both		English Only		Maths Only		Both		English Only		Maths Only													
Name	Pupils	#	%	#	%	#	%	#	%	#	%	#	%	#	%	KS2 APS	Entries	Score	% Positive	English	Maths	EBacc	Other	Score	English	Maths	EBacc
Basic																											
+ All Students	179	179	100	162	90.5	10	5.59	3	1.68	138	77.09	25	13.97	6	3.35	106.72	164	1.06	82.32	1.18	0.97	1.27	0.81	61.8	13.12	12.12	10.5
Gender																											
+ Males	112	112	100	99	88.39	7	6.25	3	2.68	87	77.68	13	11.61	3	2.68	106.82	99	0.95	78.79	0.95	1.12	1.19	0.59	60.61	12.63	12.34	10.5
+ Females	67	67	100	63	94.03	3	4.48	0	0	51	76.12	12	17.91	3	4.48	106.58	65	1.22	87.69	1.54	0.75	1.4	1.14	63.79	13.94	11.76	10.5
+ Gender Gap	45	45	0	36	-5.64	4	1.77	3	2.68	36	1.56	1	-6.3	0	-1.8	0.24	34	-0.27	-8.9	-0.59	0.36	-0.21	-0.55	-3.18	-1.32	0.58	-0.5
attendance																											
+ 90-100%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
+ 80-90%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
+ 70-80%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
+ 50-70%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
+ 0-50%	179	179	100	162	90.5	10	5.59	3	1.68	138	77.09	25	13.97	6	3.35	106.72	164	1.06	82.32	1.18	0.97	1.27	0.81	61.8	13.12	12.12	10.5
+ NON ATTENDERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAC																											
+ LAC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
+ PLAC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pupil Premium																											
FSM																											
+ FSM	9	9	100	9	100	0	0	0	0	5	55.56	2	22.22	2	22.22	105.17	9	0.9	88.89	0.78	0.75	1.33	0.65	56.67	11.78	10.89	10.5
+ Non FSM	170	170	100	153	90	10	5.88	3	1.76	133	78.24	23	13.53	4	2.35	106.81	155	1.07	81.94	1.21	0.99	1.27	0.82	62.07	13.19	12.19	10.5
+ FSM Gap	-161	-161	0	-144	10	-10	-5.88	-3	-1.76	-128	-22.68	-21	8.69	-2	19.87	-1.64	-146	-0.17	6.95	-0.43	-0.24	0.06	-0.17	-5.41	-1.41	-1.3	-0.5

Last academic year reflects a dip in performance from the PP students in comparison to the non PP and the gap widening. Although our in

school PP is still higher than national non PP, it is still important that we recognise that this gap has opened. The data does recognise that our cohort of PP last year was significantly greater than previous years making this comparison more challenging to compare. The focus is to ensure

that the gap closes and that we recognise that the number of PP is growing and therefore our strategies need to reflect this.

Attendance:

Pupil Premium:

Last years data:

	Attendance	Absence	
Overall 2023-2024	86.1%	13.9%	6.1%
Overall 2024-2025	88.6%	11.4%	4.0%

Trend

Non PP:

Last year data:

Term	Attendance %	Absence %	Unauthorised absence %
Autumn 2023-2024	93.1%	6.9%	2.1%
Autumn 2024-2025	93.9%	6.1%	1.3%

Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 7-5.3% lower than non-disadvantaged pupils. The gap is closing because of targeted intervention and we need to ensure this positive trend continues.

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Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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