

Pupil premium strategy statement – Pittville School

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

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

School overview

Detail	Data
Number of pupils in school	859
Proportion (%) of pupil premium eligible pupils	34% PP (291) 32% FSM (276)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23, 2023-24, 2024-25
Date this statement was published	1 st December 2022 Updated 7 th December 2024
Date on which it will be reviewed	By 31 st December 2025
Statement authorised by	Mr R Gilpin (Headteacher)
Pupil premium lead	Mr A Raistrick (Deputy Headteacher)
Governor / Trustee lead	Ms R Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£281,925
Pupil premium (and recovery premium) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£281,925

Part A: Pupil premium strategy plan

Statement of intent

At Pittville School we have unashamedly high expectations for our students. We encourage and nurture students' aspirations enabling all to achieve their potential and be successful. Our use of the Pupil Premium Grant aim to realise that vision for disadvantaged students in particular.

Our strategy aims to:

- remove the barriers facing disadvantaged students
- support and improve their attendance to school
- raise achievement
- level the playing field for accessing experiences and opportunities
- improve prospects after leaving school

We are acutely aware that the barriers and challenges our disadvantaged students and their families experience have been worsened by the pandemic. The proportion of students eligible for FSM has increased considerably since March 2020 and so it is important our response as a school takes this into account.

Challenges

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

Challenge number	Detail of challenge																		
1	<p><u>Literacy skills and reading</u></p> <table border="1" data-bbox="427 493 831 735"> <thead> <tr> <th></th> <th>PP</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>99.6</td> <td>103.6</td> </tr> <tr> <td>8</td> <td>101.2</td> <td>104.7</td> </tr> <tr> <td>9</td> <td>101.8</td> <td>103.8</td> </tr> <tr> <td>10</td> <td>101.7</td> <td>104.3</td> </tr> <tr> <td>11</td> <td>100.5</td> <td>104.3</td> </tr> </tbody> </table> <p>There is a gap on entry in reading ability between students eligible for PP and other students. For example, 47% of students in year 7 have below secondary standard reading skills on entry in comparison to 32% of other students.</p> <p>Autumn 2024: Reading age tests suggest that 30% of Year 7 students eligible for the pupil premium have a reading age below average compared to 14% of non eligible students in year 7. 27% of PP eligible students in KS3 have a reading age below average compared to 14% of non-eligible students. For some students, decoding the phonetic code is the barrier and others it is fluency and comprehension.</p>		PP	Other	7	99.6	103.6	8	101.2	104.7	9	101.8	103.8	10	101.7	104.3	11	100.5	104.3
	PP	Other																	
7	99.6	103.6																	
8	101.2	104.7																	
9	101.8	103.8																	
10	101.7	104.3																	
11	100.5	104.3																	
2	<p><u>Attendance to school</u></p> <p>Our attendance data over a period of time suggests that the attendance of disadvantaged students is lower than that of their peers. Typically, before the pandemic, the gap was between 3.5 and 3.7% however this has widened although we are making progress (8.4% gap in 2022/23, 7.3% gap in 2023/24)</p>																		
3	<p><u>Academic Achievement and Attainment:</u></p> <p>Our assessment data shows that disadvantaged students arrive at Pittville School with a lower attainment than their peers in English and maths. There is typically a gap of 3-4 points in KS2 scaled scores for both maths and English. A higher proportion of disadvantaged students are below age related expectations in year 7 in comparison to their peers. Some disadvantaged students do not achieve well enough at the end of year 11.</p>																		

4	<p><u>Social, Emotional, Mental Health and Behaviour:</u></p> <p>Our observations and discussions with students and their parents/carers have identified a variety of social, emotional and mental health barriers, in particular, anxiety and low self-esteem. This is likely to be as a result of the pandemic's impact on school closure. These challenges particularly affect disadvantaged students. A number of disadvantaged students are suffering from mental health problems for a variety of reasons and struggling to engage with education. In addition, our pastoral indicators based on data suggest that disadvantaged students do have a proportionally higher number of behaviour referrals and associated sanctions.</p>
5	<p><u>Access to opportunities:</u></p> <p>We are aware that our cohort of disadvantaged students has increased since 2020, in particular the proportion of those eligible for free school meals. Through our work with families and external agencies, we are aware of the financial difficulties some of our students and their families face, in particular as a result of the pandemic on employment. As a consequence, the value of some enrichment activities may not be fully seen by students. We are aware of the associated costs of coming to school and participating in different opportunities and so providing financial assistance to help reduce this barrier is a key feature of our strategy.</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
To achieve and sustain improved attendance of all our students, particularly those that are disadvantaged.	All students engaging in education. Overall attendance to be >95% with disadvantaged gap to be less than 5%
To improve the achievement of disadvantaged students at the end of KS4	P8 for disadvantaged students to be >-0.2 Reduce gap in A8 to be <6 between disadvantaged students and all students
To improve the reading ability and comprehension of disadvantaged students with a focus on KS3.	Reading scores, from internal standardised testing shows improvement for disadvantaged students, reducing the difference in the proportion of disadvantaged students that are below age-related expectations in comparison to their peers. Target for less than 20% of all students to have reading age below chronological age.

Improved mental health, resilience and engagement in school for all students, in particular, those that are disadvantaged.	The proportion of behavioural referrals and associated sanctions for disadvantaged students is reduced to be in line with the proportion of students eligible for PP on roll in each year. Improvement in attendance and engagement in school life.
Level the playing field for our disadvantaged students, with regards to accessing opportunities in school and beyond.	All students, in particular those that are disadvantaged are encouraged and enabled to participate in extra-curricular activities and activities directly linked to the curriculum. Improve the proportion of students entering in to sustained education and employment after their time at Pittville School to over 95%

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: £ 156,986

Activity	Evidence that supports this approach	Challenge number(s) addressed
Excess staffing in English and maths to support small group teaching.	One to one and small group teaching intervention is known to have a positive impact. EEF One to One Tuition EEF Small Group Tuition	1,3
Appointment of literacy coordinator and development of literacy action plan focusing on teaching of disciplinary literacy, developing oracy, targeted interventions and reading for pleasure.	We also have a range of internal data and student voice on the positive impact of our one-to-one and small group interventions that we have run historically. We have decided to add capacity to our existing staff in maths, English and intervention teams rather than use the national tutoring programme (difficulties recruiting quality tutors). Our approach supports recommendation 7 of improving literacy in schools Improving Literacy in Secondary Schools	1,3

	<p>Focus on reading comprehension, fluency and disciplinary literacy are well evidenced approach to having impact.</p> <p>EEF Reading comprehension strategies</p>	
<p>Creation of additional teaching groups in KS3 taught by the SENDCo and Assistant SENDCos in English and maths.</p>	<p>The government's Reading Framework outlines how systematic synthetic phonics programmes for those who are unable to decode are essential interventions. The additional year 7 teaching group in English is undertaking a SSP as well as bespoke English lessons taught by two SEND specialists.</p>	1,3
<p>Develop the use of library lessons in KS3 English to support struggling readers whilst engaging all students in reading for pleasure</p>	<p>The Assistant SENDCo is able to work with students taking part in our Lexia intervention programme during fortnightly library lessons.</p> <p>All students will be heard reading 121 including the most able, regularly by teaching staff and our school librarian with appropriate records kept.</p> <p>Reading Framework</p>	1,3
<p>Improve the quality of homework and independent learning opportunities linked to purposeful practice.</p>	<p>Providing meaningful opportunities for students to work independently, practicing knowledge retrieval and application of skills is well understood. EEF Homework</p> <p>EEF Retrieval Practice</p>	3
<p>Improve the quality of assessment and feedback students receive in all subjects. Delivery high quality CPD to teaching staff and work with heads of department to identify effectively sequenced feedback opportunities across the curriculum</p>	<p>It is well understood that high quality feedback can have a significant impact on the progress of students, in particular those that are disadvantaged. EEF Feedback</p>	3

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

Budgeted cost: £ 76,834

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide structured small group interventions for disadvantaged students working below their target grades in KS4 subjects. This will also utilise the school led tutoring grant.	One to one and small group intervention is known to have a positive impact. EEF One to One Tuition EEF Small Group Tuition	3,5
Implement a reading intervention in KS3 using Lexia, Bedrock and Fresh Start as part of the literacy strategy discussed above.	Focus on reading comprehension, fluency and disciplinary literacy are well evidenced approach to having impact. EEF Reading comprehension strategies The link with reading and widening vocabulary is clear, as is the impact of limited vocabulary on wider progress. This is a particular barrier for disadvantaged students. https://www.oup.com.cn/test/word-gap.pdf	1,3
Provide a structured small group intervention programme in KS3 English and maths for any disadvantaged student working below target. This will also be utilising the school led tutoring grant.	One to one and small group intervention is known to have a positive impact. EEF One to One Tuition EEF Small Group Tuition	1,3
Implement the school's careers strategy with CEIAG co-ordinator to ensure all disadvantaged students secure appropriate destinations to allow them to succeed after school.	Gatsby Benchmarks in particular benchmarks 3,6, and 8	5

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

Budgeted cost: £ 156,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase proportion of funding to educational resources so that all disadvantaged students receive a full suite of revision guides, there is no financial barrier to curriculum visits/trips and have any equipment needed in school (including laptops where appropriate).	Evidence from our behaviour tracking suggests that disadvantaged students are much more likely to attend school without the equipment or correct uniform which can lead to reluctance to attend and behavioural issues when challenged. Providing any equipment for any disadvantaged student aims to remove this barrier. We are acutely aware of the financial hardship facing some of our families and so supporting with school based costs helps remove barriers for students allowing them to be successful in school and gain experiences they may not normally be able to otherwise.	2,4,5
Launch breakfast club provision and wrap around support for our most vulnerable students to help engage them in education, improve their attendance, behaviour, wellbeing and academic progress.	A variety of evidence has been published demonstrating the importance of ensuring students have the opportunity to eat before school. This is a particular barrier for some of our disadvantaged students. https://www.gov.uk/government/publications/breakfast-clubs-in-high-deprivation-schools	2,4,5
Intervention groups in KS3 (nurture group Yr 7-8 boys and Yr 8 girls) to improve attendance, behaviour and engagement in school	We have evidence from our previous interventions to suggest that this approach has been hugely impactful.	2,4,5
Implement attendance action plan to reduce persistent absenteeism and improve overall attendance, particularly for disadvantaged students	Our approaches in our attendance plan are developed from the DfE guidance on improving school attendance https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendanceactions-for-schools-and-local-authorities	2,3

Provide school based anxiety support through school counsellors and pastoral team to support students' mental health and wellbeing	Social and emotional learning interventions have shown good evidence of reducing anxiety in the short term coupled with effective mentoring from trained students support staff. https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions	4
Provide targeted behaviour support through the pastoral team for students who have repeated behaviour referrals.	Specialised programmes, targeting students with specific and emerging behavioural issues are shown to have impact. Evidence from previous work with student support staff suggests these sessions can have a positive impact on improving behaviour. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	4
Contingency budget for emergency spending and emerging needs.	Each year a proportion of funding is kept as a reserve which is spent as a result of emergency or emerging needs. In the past this has involved transport costs which would otherwise be a barrier for students attending school and counselling for students with complex additional needs. Additionally we have been able to extend financial support to families where their situation may change acutely.	1,2,3,4,5

Total budgeted cost: £ 389,930

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The leadership of Pupil Premium changed for the academic year 2022-23 onwards and so a new strategy was first published in December 2022. Outcomes for disadvantaged students have seen significant improvements, although we will always strive for better.

	2019	2022	2023	2024
Progress 8 all	-0.34	-0.46	-0.11	+0.25
Progress for students eligible for PP	-0.92	-0.99	-0.88	-0.43 UCI +0.02

In 2023 it is important to recognise that 13 disadvantaged students (25% of the disadvantaged cohort) sat a reduced number of examinations (8 sat no examinations). There are a variety of reasons including: attending hospital education, mental health crises, not attending our setting due to not being able to meet complex SEND needs and the school worked to gain support from the local authority. In 2024, one disadvantaged student sat no exams due to mental health crisis and one student was kept on roll at the request of the LA for safeguarding reasons, but actually attended another registered setting for most of year 10 and 11. Both of these students have a significant negative impact on published data and excluding these 2 students would mean the P8 figure for our disadvantaged cohort was -0.15 (Unvalidated data release December 2024)

However, on the positive side, 14 of our disadvantaged students achieved P8 scores of >0. In addition, 5 students in the cohort had no KS2 data yet had an average attainment 8 of 59.8 between them, showing they performed very well in comparison to their peers.

CEIAG for KS4 students was prioritised utilising our full-time careers advisor and lead. All students left year 11 with a place and back-up plan or appropriate intervention in place with the local authority. Reducing the number of students not in education, employment or training remains a priority as does our careers

curriculum embedded through our connected personal development curriculum. The proportion of students with sustained destinations is improving towards the national average after being below for some time.

We invested a significant proportion of CPD time and resources into the development of assessment, feedback and disciplinary literacy which will continue in the coming years.

We saw excellent impact of our small group interventions in KS4 with over 80% of those attending, achieving an improved grade in their exams compared to December 2023 estimates. We took advantage of the school led tutoring grant, spending over £30000 on over 7000 additional hours of tuition. The proportion of this cost not funded by the school led tutoring grant was funded by the Pupil Premium grant. As this funding stream does not exist from 2024, there is a greater proportion of the Pupil Premium grant being utilised to fund this work.

Reading interventions

6/8 of the students in year 8 and 9 taking part in the 1:1 reading interventions over the last year saw a significant improvement in their reading ages. 4/6 students following the phonics intervention also saw significant increases in reading ages.

We invested a significant amount of time in CPD on teaching of reading skills. Alongside a range of interventions (including those described above). When looking at progress with reading over the year through the NGRT, the impact of this work has been positive for all students.

Year	PP expected progress or better	Other expected progress or better
7	75%	64%
8	81%	89%
9	84%	84%

Attendance

Attendance for disadvantaged students is improving at Pittville School as a result of the attendance strategy implemented in 2023/24. The proportion of persistent absenteeism amongst students eligible for the Pupil Premium is reducing. Although it looks like November 2024 attendance data is lower than this time last year, a rise in students receiving education through section 19 provision has increased and so are marked absent from school.

	November 2022	November 2023	November 2024
% Attendance	87.9%	91.9%	91.9%
FSM6 attendance	82.9%	88.4%	87.8%
Persistent Absenteeism	31%	22% (45% PP)	23% (37% PP)

Behavioural and attendance intervention groups

We ran a number of small group intervention last year focused on students eligible in the pupil premium to improve attendance, engagement with school, particularly looking at self-esteem and relationships with adults. This involved girls in year 8 and 9 and boys in year 7 and 8.

Boys group – 11/14 have maintained improved attendance and behaviour during and after the intervention

Girls group – 7/10 have maintained improved attendance and behaviour during and after the intervention

Our year 7 nurture group intervention has been successful. A group of students were identified during transition from year 6 (7 students) as being vulnerable in terms of behaviour, social skills, attendance and mental health needs. Pre and post intervention Boxall Profiles were conducted and 5/7 students show marked improvements from having significant difficulties in all areas to having no or low difficulties in areas at the end of year 7.