



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils (DA)

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	The Market Weighton School
Number of pupils in school	623
Proportion (%) of pupil premium eligible pupils	27% 168 - PP 133 – FSM 136 – E6 7 – Child in Care 9 – PLAC 4 – Service children 4 – Social Work
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Richard Harrison
Pupil premium lead	Luke Savage
Governor / Trustee lead	Carol Watson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,700
Recovery premium funding allocation this academic year	£16,115
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£132,815 (3 years £398,445)</b>



## Part A: Pupil premium strategy plan

### Statement of intent

At The Market Weighon School our intention is to provide a high-quality education to all our pupils, that prepares them for their next stage of education and the world of work.

Our intention is that 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. 27% of our pupils are eligible for pupil premium funding. We focus our pupil premium funding on improving all aspects of provision for pupils. We adopt a strategic and targeted approach to provide opportunities to address academic, pastoral and cultural gaps.

The focus of our pupil premium strategy is to support disadvantaged pupils (DA) to make good progress and achieve high attainment across the curriculum, 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 or family support worker, are young carers, are experiencing mental health challenges and those experiencing other adverse childhood experiences.

The activities we have outlined in this statement is also intended to support the needs of all our pupils, regardless of whether they are disadvantaged or not. High-quality teaching 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. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and our expertise through knowing our community, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will adopt these 4 key principles:

Our Key Principles are **EASE**

E – Equality – all pupils regardless of socioeconomic background should have the same access to quality education, educational experiences and opportunities

A – Achievement – there should be no barriers to learning because of a pupil being eligible for DA support. We will ensure pupils receive the necessary academic direction to maximise their outcomes.

S – Support – some DA pupils have an unsettled home life; our pastoral services will create stability for pupils to thrive in school.

E – Enjoyment – access to the co-curricular events which make up the learning journey enrich the academic experience of pupils, as such it is essential that DA pupils can access these events. We will use appropriate funding to ensure these life experiences are not missed.

## Challenges

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

Challenge number	Detail of challenge								
1	Each Year for the past 7 years, on entry, literacy skills (especially reading) and Mathematical skills are generally lower for disadvantaged pupils (DA) than for other pupils, which prevents them from making good progress throughout KS3 and KS4. In addition, a considerable proportion of pupil premium students have reading ages lower than their chronological age. Reading, for some of our pupils, is not commonplace and is a barrier to accessing the curriculum.								
		KS2 GPVS Scaled Score Key Stage 2	KS2 Reading Scaled Score Key Stage 2	KS2 Maths Scaled Score Key Stage 2	Yr7 CATS-Verbal	Yr7 CATS - Non-Verbal	Yr7 CATS - Quantitative	Year 7 CATS-Spatial	Yr7 CATS MeanSAS
	Leavers 2022	106	104	104	97	98	99	100	97
	DA	104	102	102	92	93	92	98	94
	Leavers 2023	105	105	103	100	96	99	101	99
	DA	101	101	99	92	93	92	92	92
	Year 11	104	103	104	98	97	98	101	98
	DA	103	100	103	97	97	98	102	99
	Year 10				96	95	97	96	96
	DA				97	95	94	93	95
	Year 9				98	93	96	95	96
	DA				95	90	92	90	92
	Year 8	102	102	101	97	96	95	97	96
	DA	96	97	97	88	91	88	89	89
	Year 7	103	104	101	96	95	93	96	95
	DA	101	102	98	89	90	88	92	90
	2	Although DA students have improved in progress 8 and gap closed to -0.39. The overall attainment of DA students is still a lot lower than their peers. We need to improve the attainment of our DA students so that have the passport for further and then higher education.							
			2018 leavers	2019 leavers	2020 leavers	2021 leavers	2022 leavers	2023 leavers	



	<table><tr><td>PP progress 8</td><td>-0.80</td><td>-0.73</td><td>-0.18</td><td>-1.05</td><td>-1.03</td><td>-0.62</td></tr><tr><td>Non-PP progress 8</td><td>-0.03</td><td>-0.15</td><td>0.00</td><td>0.44</td><td>-0.2</td><td>-0.23</td></tr><tr><td>PP attainment 8</td><td>30.17</td><td>35.83</td><td>41.13</td><td>37.83</td><td>34.95</td><td>33.86</td></tr><tr><td>Non-PP attainment 8</td><td>50.23</td><td>49.65</td><td>54.96</td><td>55.35</td><td>48.95</td><td>44.59</td></tr><tr><td>PP 5 grades including EM</td><td>25%</td><td>33.3%</td><td>65.2%</td><td>44.4%</td><td>36.8%</td><td>16.7%</td></tr><tr><td>Non-PP 5 grades including EM</td><td>68.4%</td><td>71.6%</td><td>83.9%</td><td>82.1%</td><td>67.8%</td><td>54.9%</td></tr></table>	PP progress 8	-0.80	-0.73	-0.18	-1.05	-1.03	-0.62	Non-PP progress 8	-0.03	-0.15	0.00	0.44	-0.2	-0.23	PP attainment 8	30.17	35.83	41.13	37.83	34.95	33.86	Non-PP attainment 8	50.23	49.65	54.96	55.35	48.95	44.59	PP 5 grades including EM	25%	33.3%	65.2%	44.4%	36.8%	16.7%	Non-PP 5 grades including EM	68.4%	71.6%	83.9%	82.1%	67.8%	54.9%
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3	<p>DA students require additional support within school to be organised with homework, show good work, participation, better concentration, preparation of assessment and organisation skills in line with their peers</p> <p>Many of our pupil premium pupils lack resilience, self-regulation and other personal qualities that promote a positive attitude towards, and engagement. When faced with challenging tasks many pupils do not exhibit the resilience needed for extended independent practise.</p> <p>Data taken from Sims and Epraise for all year groups.</p> <p>Homework hand in rates from Epraise</p> <table><tr><td>Disadvantaged students</td><td>69%</td></tr><tr><td>Non-Disadvantaged</td><td>82%</td></tr></table> <p>Demerits per week.</p> <table><tr><td>Disadvantaged students</td><td>0.44</td></tr><tr><td>Non-Disadvantaged</td><td>0.36</td></tr></table> <p>The following attitude to learning scores 1-4 1 = Outstanding 4 = Poor</p> <table><tr><td>Behaviour</td><td>Disadvantaged students</td><td>1.62</td></tr><tr><td></td><td>Non-Disadvantaged</td><td>1.44</td></tr><tr><td>Good work</td><td>Disadvantaged students</td><td>1.87</td></tr><tr><td></td><td>Non-Disadvantaged</td><td>1.60</td></tr><tr><td>Participation</td><td>Disadvantaged students</td><td>1.87</td></tr><tr><td></td><td>Non-Disadvantaged</td><td>1.63</td></tr><tr><td>Mean A2L</td><td>Disadvantaged students</td><td>1.79</td></tr><tr><td></td><td>Non-Disadvantaged</td><td>1.56</td></tr></table> <p>The following is the average teacher intervention nomination for each student.</p> <table><tr><td>Behaviour</td><td>Disadvantaged students</td><td>0.46</td></tr><tr><td></td><td>Non-Disadvantaged</td><td>0.33</td></tr></table>	Disadvantaged students	69%	Non-Disadvantaged	82%	Disadvantaged students	0.44	Non-Disadvantaged	0.36	Behaviour	Disadvantaged students	1.62		Non-Disadvantaged	1.44	Good work	Disadvantaged students	1.87		Non-Disadvantaged	1.60	Participation	Disadvantaged students	1.87		Non-Disadvantaged	1.63	Mean A2L	Disadvantaged students	1.79		Non-Disadvantaged	1.56	Behaviour	Disadvantaged students	0.46		Non-Disadvantaged	0.33				
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	Homework	Disadvantaged students	0.45				
		Non-Disadvantaged	0.39				
	Organisation	Disadvantaged students	0.51				
		Non-Disadvantaged	0.29				
	Resilience	Disadvantaged students	0.85				
		Non-Disadvantaged	0.79				
4	DA students find it difficult to access all the required resources and co experiences due to a lack of funding available at home.						
5	Attendance rates for DA students is not in line with peers resulting in missed days of learning which negatively impact outcomes. Students who had attendance below 90%  Attendance data <table><tr><td>Disadvantaged students</td><td>87.52</td></tr><tr><td>Non-Disadvantaged</td><td>92.89</td></tr></table>			Disadvantaged students	87.52	Non-Disadvantaged	92.89
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Non-Disadvantaged	92.89						
6	Challenging home circumstance; complex family circumstances / poor home environment, poor belief in education						

## 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
1 Literacy skills and Mathematical skills for DA pupils are in line with the peers.	<p>Reading comprehension tests to demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers in Literacy, Reading and Maths.</p> <p>Achievement is at least in line with their peers.</p> <p>End of year 8 data will show DA student to have NRSS scores of or above 100.</p> <p>Reading age in line with non-disadvantaged.</p> <p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
2 Improved rates of progress for DA Pupils.	<p>A reduction in the Gap, with the target of no gap s between DA pupils and their peers, based on attainment 8, progress 8 and SPI in subjects.</p> <p>This will be achieved through a focus upon curriculum intent and implementation models. A continuous development of an ambitious curriculum, which powerfully addresses disadvantage, through enabling all pupils to know more, remember more and be able to apply their knowledge and understanding, through precise improvement to pedagogy. Consistency in the quality of teaching and learning. Focus on knowledge recall, checking for understanding,</p>



	<p>scaffolding, development of cultural capital. Positive relationships. Coaching. Teaching and Learning group. Use of CPD objectives 1</p> <p>QA outcomes - triangulation. learning visits, work scrutiny, pupil voice, staff voice, outcomes</p> <p>Progression data post 16.</p> <p>Disadvantaged students to close the gaps on attainment with non-disadvantaged peers nationally as measured by Attainment 8, grades 5 or above in both maths and English GCSE and grades 7 or above in both maths and English GCSE.</p> <p>Disadvantaged students to close the gaps and then exceeding the progress of non-disadvantaged peers nationally as measured by progress 8.</p> <p>Increase in the number of student's in particular DA students taking up Ebacc subjects especially modern foreign language.</p>
3 DA pupils will be more organised, attending lessons with the correct equipment ready to learn.	<p>All DA pupils will attend the correct lesson on time and in the right frame of mind to learn. Termly scrutiny and reporting of homework hand in rate, attendance, Epraise log in time, Attitude to learning scores for participation, good work and behaviour from teacher data collection to be in line with peers. In addition, data will be collected of the totalled intervention codes for homework, organisational skills, concentration, resilience, and preparation for assessments. Each rate for DA students to be in line with peers. Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by regular data checks from SIMs and Epraise across all classes and subjects. Sustained high levels of wellbeing from demonstrated by: qualitative data from student voice, GL data, student and parent surveys and teacher observations Reduced number of fixed term and permanent exclusions for pupils eligible for pupil premium.</p>
4 DA Pupils will have access to co-curricular experiences as well as the necessary academic equipment.	<p>Funding will be used appropriately to support co-curricular experiences and significant increase in participation in enrichment activities (Music tuition, academic clubs, sports clubs), Increase the exposure of pupil premium students to aspirational experiences such as residentials, trips and visits, that enriches their educational journey and enables them to develop the confidence to be successful contributors. Making sure all student has the appropriate academic equipment, uniform and study equipment so all DA pupils can have the same experiences as their peers.</p>
5 DA attendance will be in line with peers	<p>Sustained high attendance demonstrated by: a reduction in persistent absence of all pupils and especially pupil premium pupils, so there are no gaps. there is no gap between in the attendance of disadvantaged and non- disadvantaged pupils, with both groups exceeding national averages.</p>



6 Challenging home circumstance; complex family circumstances / poor home environment, poor belief in education

Creating a culture of support for education from home. Increased use of Epraise from parents. Increased attendance on parents evening. Increased number of parents using E-praise.

## 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

Budgeted cost: £45,750 (3 years 137,250)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Time for high quality CDP at a whole school and subject level	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a> Using a 3 objectives model for all staff. 1st objective based on developing high quality teaching. 2 <sup>nd</sup> objective to develop curriculum. 3 <sup>rd</sup> objective to research and develop an area of improvement decided by the school. All research placed on a shared area. CPD research curated and the engagement of research from staff by creating the additional position of an Assistant Head to oversee.	1,2,3
Whole School focus on Literacy and Instruction	Good literacy is key to academic success across the curriculum. EEF Disciplinary Literacy A focus on tier 2 and 3 vocabulary across subjects will develop a more consistent understanding across the PP cohort of both subject-specific language and academic language more broadly. EEF Guidance Report on Literacy at KS3/4 EEF Disciplinary Literacy Vocabulary Prioritising high quality instruction in the classroom through explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies are key components of high-quality teaching and learning for students.	1,2
Diagnostic assessments will identify gaps and support targeted teaching and help to ensure any	<a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a> High-quality assessment is essential to great teaching, helping us understand what students have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor students' progress, particularly as they maintain classroom routines and recover any learning loss.	1,2,3





interventions are based on specific data.	Effective gap analysis will support teachers in planning effectively to close gaps between our disadvantaged cohort and their non-disadvantaged peers that have potentially increased during the pandemic. Effective assessment means that teaching staff can provide better quality feedback – shown to have a massive impact on student progress. Use of GL assessment, Star Maths and NGRT test will be used at KS3.	
Metacognition Training	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</a> We have engaged in metacognition training and metacognitive strategies for many years and have found this to be one of the most effective approaches. Introduction of metacognitive and self-regulation strategies on homework, participation, organisation, concentration and preparation of assessments during form time. Each activity will be delivered once a week during tutor time morning. Teachers to be trained on delivering the content. The sessions obtained from a subscribe metacognition website. Recruitment of an Assistant Head.	1, 2, 3
All teachers receive regular coaching to develop their practice	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a> An increasing body of evidence demonstrates the impact of coaching on improving implementation and learning outcomes. The recruitment of an Associate Assistant Head to implement instructional coaching strategies to staff.	1,2,3,6
Cognitive science training using GCSEpod	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive%20science%20approaches%20in%20the%20classroom%20-%20A%20review%20of%20the%20evidence.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive science approaches in the classroom - A review of the evidence.pdf</a> GCSEPod provide professional learning for teachers that focuses on cognitive research. They help schools and teachers to translate research into effective practice in the classroom using their online platform.	1,2

## Targeted academic support

Budgeted cost: £16,665 (3 years 49,995)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</a> Lexia lesson during tutor time has shown to be successful in previous academic years, and the evidence from EEF Supports the use of digital technology.	1, 2
NGRT (Reading tests)	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</a>	1, 2





	Use of NGRT to provide tutors with reading word count to encourage competition and love of reading. Also use of NGRT to provide assessments and reading age to intervene with guiding reading during library sessions.	
Guided Reading	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> Reading strategies such as guided reading is high impact on average (+6 months). Small targeted group of KS3 students will undertake guided reading with either the librarian or class teacher during their reading session.	1,2
Star Maths	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</a> Star Maths has been used extensively as a support to Maths lessons. Pupils have found the system to be both enjoyable and academically rewarding.	1,2
Small group maths tutoring.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> The use of a HLTA to tutor Maths to a small targeted group during form time.	1,2
Morning metacognition intervention with small group students	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</a> 6-week block of intervention sessions with targeted students. There are 5 intervention session for concentration, resilience, homework, revision and organisation. These will be run by the assistant head and another member of staff during form time. Sessions obtained from a subscribed metacognition website.	1,2,3
Holiday and Period '6' Additional Learning Time	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/extending-school-time/</a> Evidence suggests that DA Pupils can make up to 3 months more progress by accessing these additional support sessions. Extra paid sessions for all subjects will be made available.	1, 2
Tracking document and provision map	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</a> The use of a tracking document to fill in by keyworkers termly allowing staff to have a detailed picture of the needs of every pupil and monitor the impact of any support which has been implemented. Provision mapping used primarily for tracking SEND students will be used for round robins.	1, 2, 3, 5
Homework support	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a> Evidence suggests that there is a gap between the completion and quality of homework completion between disadvantaged and non-disadvantaged students. Teachers are guided to set homework which is an	1,2,3,4,6



	<p>integral part of learning. The school will provide out of school hours quiet space to support disadvantaged students develop learning behaviours around homework and provide academic support to ensure high and aspirational; completion rate. Evidence suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work.</p> <p>Maths to use SPARKS maths to target DA students and identify areas of weakness.</p>	
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## Wider strategies

Budgeted cost: £70,410 (211,230)

Activity	Evidence that supports this approach	Challenge number(s) addressed
DA Mentoring	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mentoring/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mentoring/</a></p> <p>Whilst the EEF have found mentoring to be high cost for minimal impact we have found mentoring to be very successful. In a very challenging few years due to the covid-19 pandemic our mentoring has been essential to support our most vulnerable students.</p>	4, 5
Access to resources and co-curricular experiences	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p> <p>In school evidence of these strategies have shown that equipment and co-curricular experiences enrich the self-esteem of DA pupils allowing them to feel equal to their peers.</p>	3, 4
Targeted Breakfast Club	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p> <p>We have successfully used Breakfast Club as a vehicle to engage students in attending school and accessing mentoring support for many years.</p>	5
Support of EPraise Rewards System	<p><a href="https://www.epraise.co.uk/index.php?view=testimonials">https://www.epraise.co.uk/index.php?view=testimonials</a></p> <p>Our rewards system motivates all pupils to attend school and achieve. We support the purchase of the system and the cost of rewards which are given to students via the Epraise shop.</p>	1, 2, 3, 4, 5, 6
Late Bus Provision	<p>Access to co-curricular events and period 6 additional teaching time is essential for DA pupils who otherwise would not be able to participate. Our experience has shown that attendance at any co-curricular event is severely affected when the late bus provision is not available.</p>	2, 4



Weekly attendance rewards	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation</a> 'Increasing Pupil Motivation' was designed to improve student's attendance by weekly competitions between tutor groups. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation</a>	5
Clubs and extra-curricular activities including more 'arts'	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a> Approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means their motivation or resilience; or pursue wider goals because these are held to be important. Enriching education has intrinsic benefits All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	3,5

**Total budgeted cost: £132,815 (3 years £398,445)**

## Additional Support (Not paid directly from funds but are directed to disadvantaged students)

High quality teaching in every lesson. Diminish attainment and progress gaps between pupil premium and non-pupil premium students.	<p>Providing feedback is well-evidenced and has a high impact on learning outcomes.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning</a></p> <p>There is a broad range of evidence that shows that 'high-quality professional development for teachers has a significant effect on students' learning outcomes'. High quality professional development ensures that an effective teacher is in front of every class and every teacher is supported to keep improving.            EEF report Effective Professional Development</p> <p>Having experts in every classroom is the most effective method of ensuring that every child is effectively challenged and supported to achieve to their ability in that subject. This is our long term, ongoing aim.            2016 Professional Development standards            EEF Guide to the Pupil Premium</p>	1,2,3
Senior Academic Mentoring.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a> This is essentially one to one tuition with a member of the Senior leadership team who will work with pupils to encourage their engagement in learning, brokering appropriate academic support and working with the pupil to prepare them for examination. This has worked well in school in previous years.	2, 3



Parental contact training	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. At the beginning of the year information nights will be given to parents to help with using Epraise, data reports and home support. After each parents evening, DA parents who didn't attend will be invited in to help with the engagement of Epraise and data.	6
FocusFirst Strategy	TMWS developed strategy which underpins the work we do for DA pupils, which has been expended due to the Covid-19 Pandemic to encapsulate all pupils. FocusFirst encourages a focus on pupils who most need our support and offers a framework for alerting the appropriate services to ensure the support is put in place.	1, 2, 3, 4, 5



## 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.

Results from the GCSE examination in 2023 have shown that the gap closing from 2022 between PP and non-PP from a progress 8 gap -0.83 to -0.39. The progress 8 of -0.62 is lower than the East Riding score of -0.68, However, higher than the National progress score of -0.57.

	17/18	18/19	19/20	20/21	21/22	22/23
<b>Whole school P8</b>	-0.2	-0.26	-0.05	0.21	-0.42	-0.29
<b>PP P8</b>	-0.8	-0.73	-0.18	-1.05	-1.03	-0.62
<b>Non-PP P8</b>	-0.03	-0.15	0	0.44	-0.2	-0.23
<b>PP attainment 8</b>	30.17	35.83	41.13	37.83	34.95	33.86
<b>Non-PP attainment 8</b>	50.23	49.65	54.96	55.35	48.95	44.59
<b>PP 5 grades including EM</b>	25%	33.3%	65.2%	44.4%	36.8%	16.7%
<b>Non-PP 5 grades including EM</b>	68.4%	71.6%	83.9%	82.1%	67.8%	54.9%

Attainment 8 at 33.86 is 11 points of non-PP and below the National attainment 8 for PP at 34.9.

Students achieving 5 standard passes including English and Maths has decreased to 16.7%, National average 25%

Ebacc entry was much lower this year is slightly higher at 5.6% from 5.3% last year of pupil premium students included.

Subjects that DA students achieved on target or better where Spanish and PE



## **22-23 Elements from our pupil premium strategy.**

### **1a) Improved KS3 literacy using Star Reader tests in English [Impact – Moderate]**

Teachers find the use of star test useful in planning lessons and intervening with struggling students. Star tests from September 2022 to July 2023 showed that disadvantage pupils increased their Normed Referenced Standardised Score by 1 percentile. However, reading age of these student only went up by 4 months over the school year.

### **1b) Improved KS3 literacy using Guided Reading intervention sessions [Impact – High]**

This year small selected groups of year 7 and 8 students with a focus of DA students chosen first, have guided reading with their teacher during library sessions. The reading age of these students from September to July increased by 1 year and 2 months. Their NGRT percentiles increased by 1%. With the success from the data and the employment of a librarian to support reading sessions these guided reading intervention groups will be used throughout the year groups.

### **1c) Use of Lexia to improve literacy [Impact – High]**

In 2022-23 continued with smaller more manageable groups with the addition of a more experience English teacher to facilitate intervention sessions rather than the use of TA's. Students who completed GCSE exams involved in the lexia intervention gained 0.25 above their target grade compared to non-Lexia who achieved 0.3 below their English target. KS3 students improved their NRSS by 2 points compared to non-Lexia who stayed the same. KS3 Reading age increased by 10 Months.

### **2a) Improved rates of progress of DA in Maths using Star tests [Impact – Moderate]**

The Maths lead teacher has commented how useful the tests are in showing what content to intervene with allowing curriculum to be improved in reaction to results. It also allows early identification of students for further targeted intervention. Year 7 – 9 DA students have improved their Normed Referenced Standardised Score by 0.2 percentile to 108.34 (100 the national average). Year 10 students finished the year above the national average (100) 112

### **2b) Improved rates of progress in Maths using small targeted intervention groups [Impact – Moderate]**

Each morning during tutor time KS3 students targeting DA students first have undergone tuition throughout the year. Students who were involved showed an increase in their standard growth percentile of 1.1 points.

### **2c) Improved rates of progress in Maths using the online platform 'Sparks' [Impact – not measured in 22-23]**

All students will have access to the 'Sparks' programme and will be used throughout the year groups in replacement to 'Hegarty' In 2022-23 the progress of students will be monitored to the use of 'Sparks'

**3a). All DA Students and where possible Non-DA students have access to a Mentor who will meet with them, at least once per half term to offer support.**

**[Impact – High]**

Mentoring and access to the well-being centre in our school has a huge impact in the pastoral care and academic outcomes of pupils. 2022-23 mentors had access to the latest data for students to give them social support but also academic support. 2023-24 there will be more training to all Mentors of how to use the data. There will also be training to produce a group of student peer mentors to work with our more vulnerable students.

**3b) Using 2 non-tutor staff to intervene with students in a morning with the latest data on homework, concentration, participation, organisation and assessment preparation.**

**[Impact – Moderate]**

2022-23 data shows that students who were intervened improved in concentration (demerits reduced), homework hand in rate increased and a better score for ATL in organisation. Data for preparation in assessment used progress of grades and various assessment was varied. Participation ATL didn't see any improvement. 2023- 24 will continue with more intervention however with smaller groups and more strategic messaging home.

**3c) Using weekly metacognitive activities on homework, concentration, participation, organisation and assessment preparation [Impact – Varied]**

2022-23 data shows there is no change in behaviour, organisation, participation and homework. 2023-24 morning sessions will concentrate on the 4 areas and with the addition of extra staff to cover tutor time so that tutors can intervene with individual students.

**4 Using PP grant so that DA students have the same access to trips and learning resources than that of Non-DA [Impact – High]**

Throughout 2022/23 the school has got back to all the routine educational trips that were postponed throughout covid years. Throughout the year PP student were checked for basic equipment, PE equipment and uniform and supported if required. All pupil premium GCSE students were given access to all the revision materials supplied through the school. Families are encouraged to contact school if they require any help to trips, cost of uniform and equipment. 2022-23 increased the amount of the clubs ever put on by the school. With the employment of an Oracy and Clubs lead in the school, club attendance by DA students will be pushed more than before. The data showed that students attending clubs had better progress in all areas including attendance, attainment and A2L.

**5 Weekly attendance rewards to increased attendance rates for pupils eligible for DA [Impact – Low]**

Attendance for DA students was at 87.5% from September to July. This was nearly 5% below non-DA. From a student voice student do like the rewards especially weekly 'pizza' Friday for the most improved form attendance. 2023-24 tutors have more access to students who they need to intervene with using the Staff SharePoint. Heads of year will have greater access to attendance information.

**Other strategies:**



**Period 6 intervention.** Students who regularly attended period 6 achieved 0.12 of a grade more than those who didn't. Those who attended finished 0.5 off their grade. Those who didn't 0.69 below their target. 2023/24 students and parents will have weekly updates of what revision session they are attending to improve attendance. **[Impact – Moderate]**

**FocusFirst** is a minimal cost strategy which allows staff the time to consider which pupils are most in need of support. The termly update of intervention tiered intervention lists is supplied to all staff with wave strategies for all staff to intervene. It is the vehicle by which all our interventions and DA support is delivered, it allows the identification and support to be put in place for pupils and will remain as the driving force behind our DA approach. 2022-23 as a reminder to this strategy all teachers will be trained in how to use FocusFirst **[Impact – Moderate]**

**Support of EPraise Rewards system** Epraise continues to be a very effective way of motivating students, it is also a very powerful teaching tool which puts data at the fingertips of teaching staff. 2023-24 it will be used more effectively to show comparison data between two reports. Parent engagement will be tracked and intervened with Head of departments. Two parents E-praise evening are calendared to help those to use it effectively. **[Impact – High]**

**Provision of Late Bus** Attendance at co-curricular activities is significantly affected when the late bus is not available therefore this is an essential element of our approach to improving outcomes for all pupils. **[Impact – High]**

**Provision Map** Used with SEND students whilst there are still more features which could be employed the impact of this system on DA pupils. However, DA mentors are using an in-house spreadsheet and mail merge document to mail parents and form tutors of student profile. **[Impact – None for DA Medium-SEND use only]**

**Homework Club** Student who attended kept their homework hand in rate in line with those who didn't need intervention. However, numbers using this intervention was low. 2023-24 to improve the effectiveness of morning interventions. **[Impact – Moderate]**

**Breakfast Club.** Students who have attended have an attendance to school of 91% compared to 87% of those who don't. **[Impact – High]**

**GCSEpod** Students who used this resource had GCSE results 0.2 grades above their target. Those who didn't 0.5 under their target. 2022-23 will see a reintroduction and training to staff to help use the system and reintroduce to all the GCSE groups as revision homework. **[Impact – High]**

**Parental E-praise training.** Parents of disadvantaged who were invited in for E-praise training to engage with the platform more. Regular checks of which parents are logging in and are then contacted if not. The school has seen an increase of parental engagement of which 96% of parents at the end of the year were using E-praise regularly. **[Impact – High]**

### Service pupil premium funding

£2,480 (3 year £7,440)



Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pastoral support through termly mentoring programme giving academic, behavioural and emotional support.
What was the impact of that spending on service pupil premium eligible pupils?	The funding allowed mentoring support for these students which would have been otherwise unavailable.