

Pupil Premium strategy statement – Hawkley Hall High 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	1168
Proportion (%) of Pupil Premium eligible pupils	25%
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)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	Termly
Statement authorised by	Mr P McKendrick (Headteacher)
Pupil Premium lead	Mrs C Knowles
Governor / Trustee lead	Dr J Hodgkinson

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£ 312,760.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0.00
Pupil Premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0.00
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>	£312,760.00

Part A: Pupil Premium strategy plan

Statement of intent

At Hawkley Hall High School (HHHS), Pupil Premium funding is allocated with the primary goal of maximising the potential of disadvantaged students. Our decisions regarding its use are guided by academic research and focus on addressing the key challenges faced by these students. We uphold an 'ethos of attainment for all' (NFER 2015), understanding that while disadvantaged children often encounter additional obstacles, they possess as much potential to succeed as their peers.

Recognising that these challenges vary among our students, our plan is designed to tackle these barriers, ensuring that each student can achieve both academically and personally. Our primary focus is on ensuring high-quality teaching for all students and on delivering a robust curriculum that meets their needs. Additionally, we are committed to identifying and addressing individual barriers through careful tracking and targeted interventions.

We involve all teaching staff in the analysis of data and the identification of pupils, ensuring they are aware of students' strengths and areas for development across the school. This strategy is not a standalone document but is integral to our whole-school self-evaluation and development planning, ensuring Pupil Premium funding contributes meaningfully to our continuous improvement journey.

Key Principles

Our Pupil Premium strategy is designed to maximise the potential of disadvantaged students by addressing their specific challenges. To this end, we make evidence-based decisions to ensure that funding is used effectively, focusing on strategies that have been proven to improve outcomes for disadvantaged students. We tailor support to meet individual students' needs, ensuring targeted and relevant interventions are in place.

Our priority is high-quality teaching for all, with a curriculum that is inclusive and accessible. We track student progress rigorously, identifying underachievement and barriers to learning early to help us to implement interventions to address them. All staff are involved in the process of identifying and supporting disadvantaged students, ensuring a whole-school approach to their success.

Beyond academics, we take a holistic approach, supporting the emotional and personal development of our students. Our Pupil Premium strategy is continually evaluated and refined as part of the school's self-evaluation and development planning, ensuring it evolves to meet the changing needs of students.

Ultimately, our aim is to ensure disadvantaged students have the resources, support, and opportunities to achieve their full potential, both academically and personally. We reserve the right to allocate the Pupil Premium funding to support any student or groups of students that the school has legitimately identified as being socially disadvantaged.

This is not solely based on those students who meet the FSM criteria.

Ultimate Objectives

The ultimate objective is to ensure disadvantaged students have the resources, support, and opportunities needed to achieve their full academic and personal potential, and most importantly to close the achievement gap between disadvantaged students and their peers.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These can be summarised as follows:

Challenge number	Detail of challenge
1	Literacy and oracy
2	Numeracy
3	Attendance and punctuality
4	Life experiences and aspirations
5	Rewards
6	Parental Engagement

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. To improve literacy and numeracy levels, narrow the attainment gap, boost engagement and confidence, and enhance academic achievement across subjects for targeted disadvantaged students.	<ul style="list-style-type: none">• 80% or more of Pupil Premium students show a marked improvement in their reading fluency and comprehension skills by year-end.• A reduction in the number of Pupil Premium students falling behind in key numeracy areas.• The percentage of Pupil Premium students achieving a grade 4 or above in key literacy and numeracy assessments increases by at least 10%.• Regular attendance of Pupil Premium students in intervention sessions or additional support groups.• Positive feedback from Pupil Premium students about their sense of

	achievement and self-efficacy in both subjects.
2. Targeted interventions and support to improve outcomes for Pupil Premium students to achieve a grade 4 or above in Maths and English, reducing the attainment gap with their peers through quality first teaching.	<ul style="list-style-type: none"> • An increase in the attendance rates of Pupil Premium students who are at risk of missing key lessons or assessments. • Teachers' effective use of a variety of teaching methods (scaffolding, small group work, peer learning, adaptive questioning) to support Pupil Premium students. • Positive findings from lesson observations and positive student feedback to demonstrate that teaching methods are consistently meeting the diverse needs of all students. • Intervention sessions show at least a 10% improvement in targeted areas for Pupil Premium students (e.g. key literacy skills in English, problem-solving in Maths). • Students demonstrate at least a 10% improvement in their results on key assessments in both subjects by year-end.
3. Improve attendance and punctuality among disadvantaged students, ensuring consistent engagement with learning by reducing absences and lateness through targeted interventions and collaborative efforts from staff.	<ul style="list-style-type: none"> • Late arrivals are reduced by at least 10% for disadvantaged students through targeted strategies (e.g., rewards for improved punctuality). • Active participation of disadvantaged students in a diverse range of activities, with measurable growth in their skills, confidence, and overall engagement. Feedback from students, staff, and parents will reflect a positive impact on personal development and academic motivation. • Quality assurance shows effective targeted support for those disadvantaged students who struggle to attend school as regularly as they should, such as mentoring or specific intervention programs • Demonstrable impact of morning check-ins and/or incentives to encourage punctuality and ensure timely communication with parents about lateness. • Impact evidenced meetings with parents/carers to discuss barriers to

	strong attendance and punctuality and develop tailored solutions.
4. Provide disadvantaged students with a wider variety of enriching experiences, fostering personal growth, cultural awareness, and enhanced opportunities for learning both inside and outside the classroom.	<ul style="list-style-type: none"> • Disadvantaged students actively participate in a wider range of extracurricular activities, including arts, sports, music, and cultural clubs. • Feedback from students shows 80% of Pupil Premium students feel these trips have broadened their horizons and provided new learning experiences. • Enriching experiences contribute to the development of essential life skills, such as teamwork, resilience, communication, leadership, and problem-solving. • Enrichment experiences increase the engagement, motivation, and academic achievement of Pupil Premium students.
5. Enhance engagement by providing more opportunities for disadvantaged students to be recognized and rewarded for their efforts, fostering motivation, self-esteem, and a positive attitude toward learning.	<ul style="list-style-type: none"> • Disadvantaged students actively participate in class and extracurricular activities, feeling motivated and valued for their contributions. This will be evidenced by an increase in participation figures. • At least 90% of Pupil Premium students receive regular recognition for their efforts, including praise in class, certificates, and public acknowledgment in assemblies or school events. • Quality assurance shows that recognition and reward strategies contribute to a measurable improvement in the self-esteem and confidence of disadvantaged students.
6. Ensure disadvantaged students have access to the necessary resources and support, enabling them to achieve academic success and fully participate in school life alongside their peers.	<ul style="list-style-type: none"> • Disadvantaged students receive targeted academic support and interventions to address gaps in knowledge and skills, ensuring they can access the curriculum at the same level as their peers. This will be evidenced through increases in attainment data via assessment information. • Feedback from Pupil Premium students indicates that 80% feel that extracurricular participation has enriched their learning experience and sense of

	<p>belonging.</p> <ul style="list-style-type: none"> Disadvantaged students have access to financial support for school-related costs, such as uniform, transport, meals, and extracurricular activities, ensuring no student is excluded due to financial constraints.
<p>7. Expand and diversify the parental engagement activities in the annual calendar, ensuring increased involvement of parents in supporting their children's learning and development.</p>	<ul style="list-style-type: none"> A broad range of parental engagement activities are held throughout the year, with a notable increase in the attendance of Pupil Premium families. Parental participation in school-run workshops or educational sessions increases by 15% compared to the previous year. 70% of Pupil Premium parents report feeling confident in supporting their child's learning after participating in parent workshops or receiving resources from the school.

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: £ 112,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for teaching staff focused on:</p> <ul style="list-style-type: none"> - Improving literacy - The '5 a day' approach to include explicit instruction; cognitive and metacognitive approaches; scaffolding; flexible grouping; using technology - Executive functioning - Specific research groups to include Independent Learning and Rosenshine's Principles and Learning Culture - Taught Behaviour Curriculum 	<p>Improving literacy - Explicit Instruction: Research from <i>John Hattie's Visible Learning</i> and the <i>Education Endowment Foundation (EEF)</i> indicates that explicit instruction is one of the most effective teaching strategies, particularly for disadvantaged students. Explicit instruction involves breaking down tasks into manageable steps, providing clear explanations, and offering guided practice. This method enhances understanding and retention, particularly in literacy.</p> <p>The 5-a-day approach - Scaffolding helps to make complex tasks more manageable, which is essential in supporting students with additional needs. According to the <i>EEF</i> report on effective teaching strategies, scaffolding improves learning outcomes by providing tailored support to students. For example, providing sentence starters or guided reading can help struggling readers access challenging texts and tasks.</p> <p>Executive functioning - Impact of Training in Executive Functioning: The <i>EEF</i> reports that teaching students' strategies to improve executive functioning, such as self-control, task management, and focus, can lead to significant academic improvements. Interventions targeting executive functions have been shown to benefit students' ability to organize, plan, and prioritize their learning, leading to improved outcomes in literacy.</p>	<p>1,2,4</p>

Improve teaching and learning in mathematics lessons through curriculum design and new resources as well as approaches to T&L.	<p>Coherent and Well-Sequenced Curriculum: Research from the <i>Education Endowment Foundation (EEF)</i> highlights the importance of a coherent and well-sequenced curriculum in improving learning outcomes. For disadvantaged students, a well-organized and clearly structured curriculum is particularly beneficial because it helps build knowledge progressively, ensuring that students understand foundational concepts before moving on to more complex ones. This approach is essential in mathematics, where concepts build on one another.</p> <p>Mastery Learning: The <i>EEF</i> also emphasizes the benefits of the mastery learning approach in mathematics, where students are given the time and support to fully understand each concept before moving on to the next. Mastery learning ensures that all students, especially those eligible for Pupil Premium funding, have a solid understanding of each mathematical concept, which builds their confidence and achievement.</p>	2,4
Continue to develop and implement a rigorous Deep Dive Process which accurately QA's T&L and curriculum design.	<p>Pupil Engagement: Research shows that student engagement is a critical predictor of academic success, particularly for disadvantaged students. The <i>EEF</i> states that engaged learners are more likely to retain information, develop deeper understanding, and show persistence in overcoming challenges. A <i>Deep Dive Process</i> can evaluate pupil engagement by observing classroom dynamics, reviewing pupil work, and gathering student feedback, ensuring that teaching strategies are actively involving students in their learning.</p>	1,2

Subtly adapt the curriculum and teaching hours at KS3 and KS4 to ensure that all students achieve the best outcomes they can.	When pupils are not successful, this is sometimes because the knowledge they need was not identified and taught to them. It might be obvious if there are gaps in the teaching of mathematics but often pupils can be asked complex questions in English or foundation subjects without the depth of knowledge that would allow them to provide a meaningful answer. (DfE).	1,2,4
Reading sessions during the Engagement period to continue at 2-3 times a week.	Daily Reading for Impact: While the ideal scenario might be daily reading, research indicates that even 2-3 times a week can significantly improve reading outcomes when interventions are structured and purposeful. The <i>EEF</i> Literacy Toolkit suggests that even a few hours of targeted reading intervention per week can yield substantial improvements in reading outcomes for students who are struggling.	1,4

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional small group interventions for targeted students. These include literacy, numeracy, nurture and SEMH provision.	Mastery Learning in Small Groups: Research on <i>mastery learning</i> , a pedagogical approach where students are given the time to master each concept before moving on, supports the effectiveness of small group interventions in numeracy. Studies, including those cited by the <i>EEF</i> , show that mastery learning strategies in small groups result in better understanding and retention of mathematical concepts, particularly for students who need more time and practice. This approach allows for personalized support and ensures that students	1,2,4

	fully grasp foundational concepts before moving on to more complex material.	
Additional opportunities for reading sessions/ phonics.	Closing the Attainment Gap: The <i>Sutton Trust</i> and <i>EEF</i> both highlight the importance of early interventions in literacy to close the attainment gap between disadvantaged and non-disadvantaged students. Phonics and reading interventions are central to this strategy, as they provide Pupil Premium students with the foundational skills needed to access and engage with the curriculum. Evidence from both UK and international studies demonstrates that early literacy support, when delivered effectively, can have a significant impact on closing the achievement gap.	1,4
Increase the budget contributions to Alternative Provision to target disadvantaged students who would benefit from this provision.	Improvement in GCSE and Post-16 Outcomes: Some research indicates that students in AP settings, especially those who attend well-run and well-funded provisions, can achieve academic success and make good progress. While these outcomes are often context-dependent, there are examples of AP students achieving GCSE qualifications and successfully transitioning to further education or employment. By investing more in AP to target Pupil Premium students, schools can help these students achieve better outcomes than they might in mainstream settings, particularly if they face specific barriers to learning.	1,2,3,4
Staff mentors allocated for specific students.	Mentoring and Student Behaviour: Mentoring has been shown to have a positive impact on student behaviour, particularly for those who are at risk of disengagement or exclusion. According to the EEF, mentoring programs can improve students' social and emotional skills, reduce disruptive behaviour, and promote better attendance. For students from disadvantaged backgrounds who	1,2,3,4

	may face higher levels of stress, trauma, or behavioural challenges, having a dedicated mentor can provide consistent emotional and behavioural support, leading to more positive school behaviour and a reduction in incidents of exclusion.	
Continue to raise the profile of PP students amongst staff in order to promote the attainment of those that are disadvantaged.	Aspirational Role Models: When the profile of PP students is raised, it often encourages the inclusion of high expectations and goal setting in teaching strategies. For example, teachers may introduce PP students to role models from similar backgrounds who have succeeded academically, thus providing motivation and aspirations. This can be especially beneficial for students who might have low expectations of themselves or whose families may not have high expectations of their academic potential.	1,2,3,4
Year 11 tutoring programme (GCSE subjects).	Curriculum Gaps: Many disadvantaged students start with lower levels of academic attainment compared to their peers. They may also experience significant learning disruptions, especially in the context of the COVID-19 pandemic. Tutoring provides a unique opportunity to fill gaps in knowledge and understanding, particularly in subjects that are critical for GCSE success. Year 11 tutoring programmes can offer intensive review and revision sessions focused on critical content that students need to grasp before their exams, particularly in subjects like mathematics and English, where gaps can have the most significant impact on exam outcomes.	1,2,4

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Create bespoke attendance interventions- including those that specifically target sub-groups.	Sub-Group Targeting: The evidence shows that interventions tailored to specific sub-groups of students (e.g., students with Special Educational Needs and Disabilities (SEND), students experiencing mental health challenges, or those in care) are more effective than generic attendance strategies. For instance, students in care or those with low attendance due to health issues require different types of intervention. Research from the Sutton Trust indicates that when interventions are personalized to the unique barriers faced by sub-groups, they are more likely to succeed in improving attendance and academic outcomes.	1,2,3,4
Increase consistency around improving punctuality.	School Climate and Expectations: Improving punctuality can also contribute to a positive school climate. Schools with high punctuality rates are often characterized by high expectations for students' behaviour and commitment to learning. Creating a supportive environment where students, including PP students, are encouraged to be punctual helps foster an atmosphere of respect and commitment to education.	3
Increase spends on rewards and devise further rewards strategies to improve student motivation and aspiration.	Increased Aspiration: Research shows that reward systems can increase students' aspiration levels by linking academic achievement with tangible outcomes. Studies, including those by the National Education Union and Education Endowment Foundation (EEF) , indicate that offering rewards for academic effort can help students set higher academic goals and develop a growth mindset . For PP	1,2,3,4,5

	students, aspirational rewards (such as academic trips, recognition in assemblies, or scholarships for higher education) can significantly influence their long-term educational goals and aspirations.	
Provide bespoke guidance for every child in Year 9 in relation to the Options Process.	Aspirational Guidance: The Ofsted Framework and research by The Sutton Trust emphasize the importance of providing students with aspirational guidance. PP students, in particular, benefit from guidance that helps them see how their subject choices can lead to specific career opportunities, higher education, or vocational training pathways. Bespoke advice tailored to each student's strengths, interests, and career goals can help raise their aspirations, particularly for those who might not have been exposed to higher education or varied career options in their home environment.	3,4
Hardship funding – to include learning materials, trips and visits and uniform. Supports parents so that they can provide physical resource to support their child's education and wider experiences.	Wider Educational Opportunities: Evidence shows that educational trips and visits play a crucial role in developing students' social capital, cultural awareness, and engagement with the curriculum. For PP students, who may have limited opportunities outside of school, these experiences can broaden horizons and inspire aspirations . A study from The Sutton Trust found that access to such experiences was linked to improved student outcomes and higher aspirations , especially when students can see the practical relevance of what they are learning.	1,2,3,4,5,6
Supporting parents and improving parental engagement through better communication and bespoke strategies.	Improved School-Home Links: Research suggests that effective communication between school and home is central to improving parental engagement . Parental involvement is particularly crucial for Pupil Premium students , who may face additional barriers such as lack of educational support at home or difficulty navigating the school system. Studies, including those from the Institute of Education and	1,2,6

	<p>Ofsted, highlight that communication strategies such as regular updates, parent-teacher meetings, and clear channels for feedback can make a significant difference. When parents are well-informed about their child's progress, they are better equipped to provide the support needed for their child's learning and development.</p>	
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Total budgeted cost: £ 312,760.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome	Impact
Challenge 1- Literacy and Oracy	<p>The literacy action plan was RAG rated regularly, and new strategies were implemented.</p> <p>All students in Year 7 & 8 have completed their NGRTs reading tests. The analysis of reading ages occurred to identify 'red readers' (those with the lowest reading ages) and 'amber readers' (below chronological reading age by a year or more). Further diagnostic testing for 'red readers' was carried out using Sounds Write. This identifies individual needs, enabling an intensive phonics intervention for all red readers. Students attend this intervention during engagement daily, and 24/25 results indicate that this is a successful model for closing the reading gap.</p> <p>Amber readers will benefit from a revised curriculum featuring more reading material in all subjects. Staff have attended several CPD sessions in which reading has been the focus: how to identify and support our weaker readers, how to effectively read aloud to model fluency (oracy) and how to use our in-house POWER strategy to best effect.</p> <p>Staff are encouraged to ensure that our 'green readers' (those with reading ages that are above their chronological age) continue to be challenged by a breadth and depth of reading across all subjects. Dates such as World Book Day offer the opportunity to celebrate these students. Following the reopening of the school library, the Hawkley Reading Canon will be relaunched to offer our green readers the competitive challenge of reading ten ambitious novels over the course of the school year.</p> <p>Y7, 8 and 9 students continue to read during engagement. Y7 and 8 read a novel, for up to 20 minutes twice per week. Timetabling means that Y9 are only able to spend one engagement session reading, so they focus on a booklet or topical non-</p>

fiction articles. Staff have been trained on reading aloud as students follow, so as to exploit the oracy opportunity and encourage automaticity in the students. They have also been given the tools to assess the reading age of a text and cross reference this with the reading age of students in their class.

November training day offered further opportunity for staff to review reading content within their curriculum.

Ofsted Report November 2024: The school identifies and addresses the reading needs of pupils with precision. For some pupils, this includes help to catch up with gaps in their phonics knowledge. Books are well matched to each pupil's stage in their reading development. The school provides pupils with all the help that they need to become confident and fluent readers.




In 2025, 25% of the cohort were in receipt of Pupil Premium funding and 75% were not.

Attainment data.

The proportion of disadvantaged students achieving a Grade 5+ in English and mathematics in 2025 was 25%.

The proportion of disadvantaged students achieving a Grade 4+ in English and mathematics in 2025 was 45%.

The Attainment 8 score for disadvantaged students was 31.1

Year	Attainment 8 Disadvantaged	Attainment 8 Others	Gap	Trend on previous year
2025	31.1 (3-)	43.2 (4)	-12.1	 -3.6
2024	38.1 (3+)	46.6 (4+)	-8.5	 +5.95
2023	30.18 (3-)	44.63 (4)	- 14.45	 -1.71

<p>Challenge 2- Numeracy</p>	<p>Within the academic year the students moved over to another targeted maths curricular to target and support individual learning needs of all students to support understanding and to enable quality first teaching.</p> <ul style="list-style-type: none"> • The curriculum is at least as ambitious as the national curriculum at key stage 3 using White Rose Maths. At key stage 4, the curriculum has been well designed to support students to prepare for GCSE examinations. • The curriculum is constructed carefully to allow students to learn, understand and remember key knowledge and subject-specific vocabulary and is designed to ensure that students can build their knowledge and skills cumulatively. • Where appropriate, effective links are made between the mathematics students learn and its application to real life contexts. • Mathematics is delivered during form time in Year 10 where students complete mixed recall questions. In Year 11 students receive targeted interventions for both mathematics and English. This allows targeted maths form time interventions to ensure progress of all students in mathematics. <p><u>Maths 2025</u> PP (56) APS 3.4 Residual 0.2 NPP (166) APS 4.5 Residual 0.3 Disadvantaged residual gap (-0.1) APS gap (-1.1)</p> <p><u>Maths 2024</u> PP (56) APS 3.4 Residual 0.3 NPP (166) APS 4.5 Residual 0.4 Disadvantaged residual gap (-0.1) APS gap (-1.1)</p> <ul style="list-style-type: none"> • The average point score in maths from 2024 to 2025 has remained the same (gap of 1 grade between NPP and PP). • PP students have performed better in maths in comparison to other subjects (positive residuals for NPP and PP).
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Challenge 3- Individual needs of students due to gaps in knowledge and skills	<p>Hawkley teaching staff provided additional sessions after school throughout the spring term. Study sessions after school were available for all year 11 students throughout the year, and these covered all subjects being studied. Disadvantaged students were identified and encouraged to attend, this involved communication with families.</p>
Challenge 4- Staff Awareness of PP	<p>Staff became very proficient in using Arbor to analyse PP data and training was given for new staff. Heads of Faculty and Department analyse sub- groups, and design appropriate intervention strategies.</p> <p>As above, the increased staff awareness of disadvantaged students and their individual needs have contributed towards a reduction in the gap between disadvantaged students and their peers since 2023.</p> <p>In 2025, disadvantaged students gained an attainment 8 score of 31.1 which is categorised as close to average (no significance) to national disadvantaged of 34.9 which is an improvement from 2023 when it was significantly below.</p> <p>For English and mathematics, the attainment 8 score was equivalent to the national disadvantaged and is 1 ½ grades below the national non disadvantaged students</p>

Challenge 5- Attendance and Punctuality	<p>By the end of the academic year, the attendance rate for PP students was 82.0%.</p> <p>Despite the gap, several interventions were put into place. Concerns about students with attendance issues are raised at the Team Around The Child meeting and subsequent actions are taken. Termly letters are sent home for every student informing parents/carers of their child's current attendance.</p> <p>Persistent absence of PP students dropped by 3.8% from 23/24 to 24/25</p> <p>The attendance officer is employed on a full-time basis and makes regular home visits.</p>
Challenge 6- Student aspirations and parental engagement	<p>At Year 11 Parents' Information Evening- 125 families were represented. PP families were phoned to encourage attendance, and this was successful as some parents attended who don't usually.</p> <p>Letters were sent home reminding families about FSM to establish if any more families were eligible for the funding. Free porridge is provided for all students every morning from 8am.</p> <p>The annual award evening was held at school to celebrate the efforts of the students. The evenings were well attended by parents/carers and students. Parents have been invited to walk the school with the Headteacher to see the outstanding learning taking place.</p>
Challenge 7- Access to technology, resources & experiences- improve Cultural Capital	<p>PP financial support continued to be offered for trips.</p> <p>The PP budget is also available and has been used for subject resources, like ingredients for food technology.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your Pupil Premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	N/A
N/A	N/A

Support not dependant on Pupil Premium funding		
Independent Careers Advisor	“Careers education works best when it is personalised and targeted to individuals’ needs from an early age. This, together with school-mediated employer engagement alongside independent and impartial career guidance, is key to supporting young people’s transitions into education, training and employment.” EEF report ‘What is the impact of careers education on improving young people’s outcomes?’	4
Engage with support from Aim Higher (GMCA) Programme to fund aspirational University/Further Education visits	To develop aspirations, we will be providing aspirational trips and visits to students across all year groups, funded by Aim Higher and GMCA.	4
Use SPARXS maths to improve numeracy for Key Stage 3 and GCSE students	Use SPARXS maths to improve numeracy for Key Stage 3 and GCSE students “Time spent using Sparx Maths is positively and significantly associated with higher outcomes in maths” Cambridge University faculty of education report ‘An independent evaluation of Sparx maths’ 2021	2