



PUPIL PREMIUM STRATEGY STATEMENT

2024/25

**WICKERSLEY SCHOOL
AND SPORTS COLLEGE**

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HEADTEACHER: Mr T Hardcastle



Pupil premium strategy statement

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

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

School overview

Detail	Data
School name	Wickersley School and Sports College
Number of pupils in school	1749
Proportion (%) of pupil premium eligible pupils	17.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Tony Hardcastle - Headteacher
Pupil premium lead	Katie Bullock - Assistant Headteacher
Governor / Trustee lead	Lisa Carpenter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£325,419
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£325,419

Part A: Pupil premium strategy plan

Statement of intent

At Wickersley School and Sports College we have high expectations for all our students and we aim to send every student into an ever changing world able and qualified to play their full part in all aspects of life. 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.

Our aim is to ensure that the gap in attainment between PP and non PP students is narrowed, that PP students have access to the same cultural capital as non PP students and that levels of engagement in all aspects of school life are high. Our expectations for our PP students are the same as our expectations for non PP students, students will leave us able and qualified to play their full part in all aspects of life beyond Wickersley and show our Wickersley Way attributes across the curriculum. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our approach is one of focussing on quality first teaching for all our pupils, as a result there is a focus on developing teaching and learning techniques for all our staff to ensure needs are met within the classroom and beyond. 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. Part of our approach also focuses on barriers to learning that some students face and what we as a school can do to eliminate or lessen the impact of these barriers.

At the heart of our strategy is a focus on the 4 A's.

These are:

- Attendance
- Attitudes
- Attainment
- Aspirations

With a sharp focus on these four areas we aim to identify the barriers to learning, progress and engagement for our students. Our support for students is a holistic approach which considers and factors in all we know about the student and what we can put in place to address any issues. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, 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:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

The overall aims of our PP strategy are:

- To reduce the attainment gap between the school's disadvantaged pupils and others nationally
- To raise the attainment of disadvantaged pupils
- To provide additional pastoral support to our PP pupils through the work of our PP learning mentor
- To increase the attendance rates for PP pupils, including overall attendance and PA
- To increase the enrichment rates of our PP pupils in extra curricular activities and therefore enhancing their access to cultural capital

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance - Higher rates of absence and persistent absence (PA)</p> <p>Our PP students have historically had a higher level and rate of absence than their non PP peers. This is evident in our PA rate for PP students which has historically been at least 5% higher than their peers.</p>
2	<p>Attitudes - Higher levels of suspensions and exclusions</p> <p>Our PP students have historically had a higher level of suspension and exclusions than their non PP peers. This is evident in our behaviour data which has historically been higher than their peers.</p>
3	<p>Attitudes - Lower levels of independence and resilience in lessons</p> <p>Historically our PP students have shown lower levels of independence and resilience with their own learning, this has been evident in our data collections where the average effort score for our PP students is lower than their non PP peers.</p>
4	<p>Attainment - Lower levels of attainment amongst some disadvantaged students</p> <p>Historically the attainment of our PP cohort has been low when compared to National Average. The 2024 exam data showed that our PP students achieved <u>-1.04 progress 8 compared to our overall progress of -0.36.</u></p>
5	<p>Aspirations - Lower aspirations amongst some disadvantaged students and parents</p> <p>Some of our students live and grow up in an area of low social and economic mobility which can in turn lead to lower aspirations for our students. Some of these students would also be the first generation to attend University or Higher Level Apprenticeships. We are working hard to ensure that our students have high aspirations for themselves and dream big.</p>

Intended outcomes

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

Intended outcome	Success criteria
<p>Attendance - To raise attendance rates for PP students</p> <p>Targets</p> <p>2024-25 12% PP PA</p> <p>2025-26 11% PP PA</p> <p>2026-27 10% PP PA</p>	<ul style="list-style-type: none"> ● Attendance rate improves for PP students from starting points in September 2024 ● PP PA figures improve from starting points in Half Term 1 2024 ● Attendance PA risk cohorts improve in terms of overall attendance
<p>Attitudes - To improve attitudes to learning shown by our PP students</p>	<ul style="list-style-type: none"> ● Lower levels of PP exclusions and isolations ● Increased average effort for our PP students from starting points in Half Term 1 2024 ● Increase in the levels of PP students receiving rewards and awards across the school

	<ul style="list-style-type: none"> ● Behaviour data showing an improvement in PP engagement in all areas of school
Attainment - To improve the levels of attainment and progress of all PP students and reduce the attainment gap	<ul style="list-style-type: none"> ● Levels of attainment and progress increase from starting points in September 2024 ● Decrease in the gap between headline progress 8 scores for PP and non PP students ● Increase in reading age scores for PP students (where reading ages are lower than peers) from starting points in September 2024 ● Improve the number of PP students making expected progress in KS3 and KS4 ● Increase parental engagement in parents evenings and other events to ensure parents are involved in their child's education ● Destination data to show more PP students are involved in higher education and studying appropriate qualifications
To increase the participation rates of our PP pupils in enrichment activities and therefore enhancing their access to cultural capital	<ul style="list-style-type: none"> ● Increase the participation rates of PP students in extracurricular activities where these are possible ● Increase the participation of PP students in the school council and leadership activities ● Increase the participation of PP students in terms of trips out of school ● Reduce the number of PP students who are NEETs.

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: £273,365.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of retrieval practice and development of independent learning in all students. Effective lessons training given to all staff to identify what effective teaching and learning looks like with an emphasis on the importance of a knowledge rich curriculum and further developments at subject level.	Retrieval practice and the development of knowledge are strands of mastery learning which is identified in the EEF toolkit as having a great impact on students attainment, this also links to the idea and development of metacognition which again is identified within the toolkit as having a great impact.	3, 4

<p>Revision evenings delivered, targeted at exam year groups and their parents, focussed around effective revision and study skills.</p> <p>Development of study skills form periods for Key Stage 3 classes to allow for overlearning of Core content.</p>		
<p>Development and launch of literacy form groups to allow for the targeted teaching of literacy by a core group of English teachers.</p> <p>Enhanced literacy intervention (RWI / Quest) to improve attainment levels.</p> <p>Intervention lessons to raise the attainment of students, to have a direct impact on attainment and progress levels in all subjects through improved literacy and reading skills.</p>	<p>Building on the reading training and input for those students whose reading and literacy levels are below where they should be for the level the student is at, this approach links into the idea of reading comprehension strategies.</p>	<p>3, 4</p>
<p>Development and use of adaptive teaching to allow for teachers to target teaching intervention and support.</p> <p>Training on the importance of adaptive teaching and how this can be used in lessons to allow for the re-directing of teaching to allow for misconceptions to be tackled and re-focussed.</p> <p>Training on the use of the inclusive classroom techniques and how these can be used to target</p>	<p>This links to the idea of mastery learning. Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening.</p>	<p>3, 4</p>

teaching in a more diagnostic way.		
<p>Training for all staff on the importance of using data to drive student progress at all levels.</p> <p>Training on how to adapt lessons to allow for misconceptions to be tackled to have a direct impact on data and levels of progress for all students.</p> <p>Forensic focus at a class teacher level on what each barrier to learning is for the students and what is needed within the teaching and delivery to address the barrier.</p>	<p>Feedback studies tend to show high effects on learning as outlined in the EEF toolkit. The toolkit outlines that this can add six months of progress to students when it is deployed effectively.</p>	3, 4

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

Budgeted cost: £34,375.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identifying the correct cohort of students for intervention</p> <p>Departments and the PP team to analyse the results of all data collections.</p> <p>PP learning mentor to work with subject areas to target revision strategies and content, work with the pastoral team to identify which students need to attend and work with the students to develop confidence in their</p>	<p>Allows for small group intervention and mentor support to be put in place where needed - links to different elements within the EEF Teaching and learning toolkit, different levels of intervention to be put into place based on the data, this could be small group mentoring, increased levels of feedback from teachers or other appropriate actions based on student need and data.</p> <p>Data analysis will allow the identification of cohorts of students who require intervention to improve attainment and prevent underachievement.</p>	3, 4

<p>learning in the core subjects.</p> <p>Students targeted to attend period 0 and period 5 revision and booster sessions.</p> <p>Students targeted to attend form period intervention in key subjects to allow for improvement in attainment.</p> <p>Regular discussion in data meetings around key cohorts and performance and progress.</p>		
<p>Identifying students to have one to one tutoring to allow for improvement in attainment.</p> <p>Regularly reviewing the tutoring cohort and which students require enhanced support due to a number of reasons, these could be linked to long term absence from school, SEMH needs etc.</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p>	<p>3, 4</p>
<p>Developing effective revision strategies for students and how these can be used to aid progress.</p> <p>Training for staff and students in terms of setting up effective independent learning strategies for students.</p> <p>Provide key revision guides for all students to allow for them to have the resources needed to effectively plan and carry out targeted revision.</p>	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p>	<p>3, 4</p>

Holiday revision and intervention sessions targeting key cohorts and subjects.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17,953.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's improving school attendance advice.</p> <p>Fewer PA PP students and increased attendance figures for all PP students - data tracking and use of GOPA projects to target and improve</p> <p>Enhanced focussed on the attendance levels of PP students which in turn will have a positive impact on attainment for these students</p>	<p>Attendance rates amongst PP students are lower than their peers, therefore there is a need to close the gap in percentage figures between PP and non PP students, this is focussed around overall percentage figures and PA figures. Through ensuring that attendance rates improve overall attainment can be improved as a result of students being in school.</p> <p>Attendance incentive schemes to also target overall attendance rates again linking to the idea of students being in school for more time to allow them to access quality first teaching.</p> <p>The NFER report on supporting the attainment of disadvantaged students highlighted the link between low attendance and lower attainment</p>	1, 4
<p>Reduce the suspension rate amongst PP students. Developed use of the 4 behaviour stages to allow for students to receive the support and tailored curriculum to meet their needs.</p> <p>Behaviour modification workshops to be delivered by the pastoral team to support PP students who have developed a pattern of behaviour concerns.</p> <p>Use of the Army visits to engage learners and raise aspirations. PP students are</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school as outlined in the EEF toolkit. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</p>	1, 2, 4, 5

<p>to be given priority when allocating places on these visits with the aim of creating more engaged learners in school.</p> <p>A boxing provision to be used where PP students are prioritised. Through this students will be trained on a weekly basis by Junior Witter (former world champion). The sessions will teach students the motivation, self discipline and team working in addition to the fundamental skills of boxing.</p> <p>In addition to the core music curriculum students will also be offered additional peripatetic music lessons with the aim of engaging students in the wider life of the school and to help with behaviour modification practices.</p>		
<p>Enhanced careers interventions for our PP students.</p> <p>University and campus visits to be arranged for PP students through HEPPSY.</p> <p>Targeted careers interviews for students from Year 8 onwards.</p> <p>Mock interviews to be arranged for PP students from Year 10 onwards.</p>	<p>A clear career path and access to a good careers education is crucial to ensure that students are making informed choices and helps with engagement in the wider school life.</p>	<p>4, 5</p>
<p>PP students to have the same opportunities to access extra curricular opportunities as non PP students and be</p>	<p>The EEF Big picture guidance discusses the importance of enrichment for students and the need to build character and essential life skills in our students. The extracurricular activities offered by the school and the</p>	<p>1, 3, 4, 5</p>

<p>represented on the school council and school leadership teams</p> <p>Increased participation rates amongst our PP students to help enhance their cultural capital and access to new opportunities through the targeting of students for activities and involvement, use of the tracker to ensure that students access</p>	<p>opportunity to get involved in these is crucial to the ability to create lifelong learners and responsible and knowledgeable citizens. PP students should not be underrepresented on things like our student leadership teams and it is important to ensure our PP students feel equipped to get involved in the things offered outside lessons.</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experience and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. In the past this has included providing ingredients for students to participate fully in Food Tech lessons, providing uniform for students, providing resources to allow full engagement with lessons and learning.</p>	<p>1, 2, 3, 4, 5</p>

Total budgeted cost: £281,693.20

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 2023 to 2024 academic year.

Challenge 1 Attendance - Higher rates of absence and persistent absence (PA)

What did you do?

Pupil premium students with an attendance concern were divided into two cohorts:

GOPA - pupils who could get out of PA by next half term

NPA - pupils who were not in PA but were close to it

Attendance of these students was recorded daily which linked to a countdown of days of when the GOPA pupils could no longer get out of PA or when the NPA students would fall into PA. This allowed staff to target pupils when they came close to the threshold.

HALF TERM 6	NO. IN GOPA AT START OF HT	NO. THAT GOT OUT OF PA	NO. THAT STAYED IN PA
PP	19	5	14
HALF TERM 6	NO. OF NPA AT START OF HT	NO. THAT GOT REMAINED >90%	NO. THAT DROPPED INTO PA
PP	18	14	4

Attendance pathway

The new WSSC attendance pathway was updated to ensure more pupils/parents could be supported in a timely manner. The aim of the pathway is to increase communication between school, pupils and parents and apply appropriate attendance support.

Pathway stages:

Phase 0 - letter home to raise attendance concern

Phase 1 - telephone meeting with attendance manager or PP mentor for PP pupils

Phase 2 - in school meeting with attendance head of year or assistant headteacher for attendance

Different interventions as part of a graduated response are discussed/offered at each stage to help pupils overcome any potential barriers to school.

How many were involved across all years? (last year before September amendments)

PP Pathway Cohort:

Phase 1 (Monitoring letter 1) x 64

Phase 2 (Telephone meeting) x 49

Phase 3 (BDG meeting) x 49

Phase 4 (LTY meeting) x 26

Rewards 100 club

Pupils were part of many reward schemes, amazon vouchers, pastoral awards etc.

The 100 club demonstrated most impact.

HT6 results below:

HALF TERM 6	NO. OF 100 CLUB MEMBERS	% OF 100 CLUB MEMBERS	% OF THE SCHOOL
PP	62	11.83%	18.30%
ALL	524		

What was the impact across all years?

Key Pupil Groups HT1 24/25 vs HT1 23/24 vs National

Group	Att HT1 24/25	Att HT1 23/24	Att Nat 22/23	PA HT1 24/25	PA HT1 23/24	PA Nat 22/23	SA HT1 24/25	SA HT1 23/24	SA Nat
PP	89.2	87.3	86	30.7	35.3	43.8	5.6	6.9	Not available due to becoming a key measurement this academic year but have requested from Q-Board as soon as it becomes available

Key Pupil Groups HT2 24/25 vs HT2 23/24 vs National

Group	Att HT2 24/25	Att HT2 23/24	Att Nat 22/23	PA HT2 24/25	PA HT2 23/24	PA Nat 22/23	SA HT2 24/25	SA HT2 23/24	SA Nat
PP	88.4	86.8	86	36.5	37.6	43.8	6.2	7.7	Not available due to becoming a key measurement this academic year but have requested from Q-Board as soon as it becomes available

Was it successful?

Attendance comparison between HT2 24/25 and HT2 23/24 is 1.6% above

PA comparison between HT2 24/25 and HT2 23/24 is 1.1% below

SA comparison between HT2 24/25 and HT2 23/24 is 1.5% below

There is also a positive comparison across all released National Averages in relation to attendance and PA

When comparing HT1 with HT2 of 24/25 there is a negative comparison in relation to attendance PA and SA. As a result further intervention is going to be applied across HT3 involving PP cohorts and a team challenge.

What were the areas for development/strengths?

Strengths

- Increased communication between school/pupils/parents
- Intelligence gathered re pupil barriers to school
- PA has decreased

Areas for development

- Increased meetings during form time for NPA/GOPA pupils
- Phase meetings in a more timely manner (number of pupils triggered has caused a backlog of meetings) Pathway triggers have been altered to accommodate this
- More focused intervention cohorts for PP with a wider range of pastoral staff

Would you do it again?

Yes due to PA decreasing and relationships created between pupils, parents and school.

Challenge 2 Attitudes - Higher levels of suspensions and exclusions

What did you do?

Staff training has been delivered around the behaviour waves and intervention and what support is to be given at each level. We continue to use a clear and transparent behaviour system which is communicated with students, staff and parents. When assessing behaviour incidents a holistic view of the child is considered in terms of where they are at in the waves of support and what interventions and behaviour modifications has already been trialled. Reintegration meetings after suspension and exclusion have been reintroduced and these are led by the SLT behaviour lead when student behaviour has escalated or we are not seeing a change in behaviour. Staff training has also been delivered around the importance of relationships and the impact these can have on behaviour management and re-engagement.

How many were involved across all years?

Our approach to behaviour is applied to all students and we regularly assess the behaviour data in terms of what it is telling us and what we need to try and put into place next for the child and for the PP cohort.

What was the impact across all year groups?

The numbers of PP students being excluded or suspended has fallen. The number is still higher than the number of non PP exclusions and suspensions and therefore this continues to be an area for us to focus on.

What were the areas for development/strengths?

We have used a variety of techniques with students to identify what the barriers are for the students to behave and engage positively in school and lessons. We continue to use behaviour modification strategies and a number of approaches to help engage students within school and with their learning. Those working with our PP students have a good understanding of each child, their needs and different approaches are considered to help minimise exclusions and suspensions. Activities such as the army residential and the boxing interventions continue to have a positive impact for those students involved and as a result we continue to expand the numbers of students that this is offered to and who participate in these activities.

Would you do it again?

The army residential continues to be successful for the vast majority of students who participate as does the boxing intervention, as a result we are continuing to offer this support and also expand the cohort of students involved in these activities. Further training on behaviour modifications needs to be planned into the CPD offer to staff and we are also developing the numbers of staff in school who are trained in trauma informed practice.

Challenge 3 Attitudes - Lower levels of independence and resilience in lessons

What did you do?

Staff training has been delivered focussing around developing levels of independence in learners, this has also been complimented by the in and out of lessons strategy that has been developed across all Key Stages. There are clear expectations around what effective learners are and what skills they show in lessons. As a result the effort grading system has been changed to reflect language around effective independent learners, and our students can only gain the top effort grade if they have shown

independence in their learning. Alongside this training has been delivered on checking learning and progress in lessons with the aim to challenge passivity of all learners in lessons.

How many were involved across all years?

All staff have been trained and as a result this focus on effective teaching and learning is having an impact on all learners.

What was the impact across all years?

We are now seeing through QA and lesson walks that students are becoming more engaged in their learning and the lessons and are being challenged to think and participate in the lessons.

Was it successful?

We are now focussing on learning beyond lessons and the use of home learning and enrichment to develop student engagement and progress. This is in its infancy so it is expected that this will see more of an impact over the coming year as students and staff use home learning more consistently.

What were the areas for development/strengths?

There are clear signs that passivity in lessons is being challenged, there is now a need for us to look at the individual impact on PP students and the impact on progress in all subjects. We continue to focus on the holistic needs of students and continue to identify on a pupil by pupil basis what each students barriers are and what can be done to remove the barrier. All year 11 students have now been bought revision guides to enable them to have the resources needed to revise effectively and this will again be something that we analyse results wise in the summer if this has indeed had the desired impact on student attainment.

Would you do it again?

We need to continue to work on how we further develop independence and resilience in all our learners but our PP students have a certain need around resilience, this needs to be further investigated and developed. Through the work of our PP mentor who works with our students we have identified which students need to be our priority in terms of enhanced support.

Challenge 4 Attainment - Lower levels of attainment amongst some disadvantaged students

Dan this is the bit that needs changing please

During INSET and Twilight, we have provided whole school staff training on quality first teaching including adaptive practice and specifically developed subject specific CPD to further develop subject knowledge and pedagogy. For example, this has included the use of the Maths hub, which provided exam board specific training working on common misconceptions, techniques to improve understanding of the questions, improving understanding of mark schemes and how marks are awarded.

In addition to this, students in KS3 accessed literacy and numeracy lessons, these were developed to ensure that students would gain the foundation skills in literacy and/or numeracy and then be able to apply these to all subjects. Approximately 19% of the students were PP in the school. The table shows the students that were identified for the form period sessions and the percentage that were PP. It is apparent that the proportion of PP in both year groups exceeds that of the year group.

Literacy Form	Total	FP students	% of PP
Year 7	38	13	34
Year 8	63	21	33

In addition to this, the students with the greatest needs also attend a literacy lesson in place of French. This is designed specifically to ensure that students plug gaps in knowledge identified by the “Can Do” statements so that students were able to overcome any misconceptions in particular key objectives.

Literacy Lessons	Total	FP students	% of PP
Year 7	44	17	38.63636
Year 8	32	9	28.125

In KS4 we offered interventions that were all staffed by subject specialists and these were used to enhance and improve progress of specific cohorts and these included, 4+, 5+, 7+. The interventions occurred during Form period and/or Period 5 sessions.

A snapshot of the students that were in form period intervention is shown below

Year 11	Total	FP students	% of PP
Maths	164	31	19
English	74	13	18

One of the main strengths was identifying the key cohorts and intervening with the students at the appropriate time. Using subject specialist staff and utilising the full 40 minutes in the morning was vital to ensure that the intervention was worthwhile. However, we did notice that it suited Maths students with the little and often approach (once a week), whereas English would have preferred seeing their students for a longer period of time each week.

Challenge 5 Aspirations - Lower aspirations amongst some disadvantaged students and parents

What did you do?

Our KS4 cohort have been involved in career activities that have been designed to inspire and motivate students. Both our Y10 and Y11 students have all had a careers day, this involved dedicating 4 sessions to looking at post 16 career options and creating networking opportunities for our students with representatives from the world of work, to develop their own career aspirations.

In addition, Y11s have also taken part in mock interviews, representatives from over 25 different establishments carried out mock interviews to allow our students the opportunity to experience an interview for the first time, but also to reflect on feedback to allow them to develop their technique for future interviews for both higher education settings but prospective employers.

Y11, 10s and 9s have also had a range of external providers deliver assemblies on apprenticeships, to educate and inform them on post 16 opportunities. Providers such as ASK apprenticeships, AMRC and RNN group

Year 10 parents have been invited into school to find out more about work experience and post 16 options in order to ensure that they are engaged in and aware of the process.

Year 9 Students have completed form tutor guided sessions on option choices, these have run alongside careers workshops in PSHE.

All Year 11, 10, & 9 students have access to 'Unifrog' to help research and guide them in the choices at both GCSE level and post-16.

How many were involved across all years?

Y11s- all

Y10s - all

Y9s- all

What was the impact across all years?

We have a closely monitored list of Year 11 students who are supported to try to ensure they do not become a NEET. Pupil Premium students have been prioritised for 1 2 1 careers advice and parents have been informed throughout the process.

What were the areas for development/strengths?

A clear strength is the variety of ways we attempt to raise aspirations, specifically using a variety of channels to do this, allow students first hand experience to shape and influence their goals. Using external representatives has been found beneficial so students can get a glimpse of the outside world.

Whilst our KS4 cohort has a large range of opportunities being provided to raise careers aspirations, more varied opportunities could be provided to our KS3 cohort to ensure aspirations are raised earlier in their academic career, to shape their learning experiences earlier and provide students with a direction.

Would you do it again?

Year 10 and 11 careers day and fairs to be offered again next year, with specific workshops for targeted groups of students, based on students specific needs..

Year 10 work experience is embedded into our curriculum now.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.