



The South Wolds Academy & Sixth Form

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	The South Wolds academy & Sixth Form
Number of pupils in school	883
Proportion (%) of pupil premium eligible pupils	17.1% (151 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022-2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Halina Angus, Head Teacher
Pupil premium lead	Lauren Crawford, Assistant Head Teacher
Governor / Trustee lead	Sue Jaques, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,690
Recovery premium funding allocation this academic year	£38,640
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	£177,330

Part A: Pupil premium strategy plan

Statement of intent

At The South Wolds Academy & Sixth Form, we strive to enable every child to achieve or surpass their academic and social potential. Our aspiration is to enable disadvantaged students to attend, behave and achieve in line with their peers. Therefore, we believe that quality first teaching and a high-quality curriculum underpins everything we do and is the heart of our approach. This is proven to have the greatest impact on closing the disadvantage gap and will ensure that both disadvantaged students and their non-disadvantaged peers will have the opportunity to make accelerated and sustained progress.

Our strategy is therefore as follows:

- Accelerate the progress of disadvantaged students through quality first teaching strategies and ensuring high quality CPD for teaching staff to embed this approach. All teaching staff have at least one appraisal objective focused on the quality of teaching and learning in the classroom.
- Ensure ambitious targets are set for all students to increase aspiration and all high ability disadvantaged students are placed in top sets of maths, English and science.
- Ensure all staff are utilising progress data when planning lessons (evidenced through seating plans and lesson visits) and positive discrimination is evident in lessons as well as bespoke feedback to allow disadvantaged students to make good progress.
- Rigorous assessments as per subject assessment policy ensure accurate progress data allows for additional support to be implemented as required and class teachers document bespoke additional support for students who are performing below expectation.
- Progress reviews and subsequent quality assurance activities are designed to ensure disadvantaged students remain high on the agenda whilst also assessing the overall quality of teaching and learning within the classroom.
- Relentless scrutiny of the performance of disadvantaged pupils' progress data and progress reviews following reports which is based on high quality assessment that allows us to identify underperformance and put in place effective additional support to break down any barriers and accelerate their progress towards their target with the pupil premium budget targeting underperforming disadvantaged students. Additional maths and English support issued to KS3 and 4 students identified as underachieving and in need of catch-up support.
- Provision of wider and pastoral support to promote high engagement with disadvantaged parents/carers and sustained improvement in behaviour, attendance and achievement. Heads of Year work proactively to remove obstacles affecting behaviour, attendance and welfare for disadvantaged students. Attendance monitoring to identify students where attendance is a barrier to progress and actions in place to support improvement. Parents of disadvantaged parents contacted prior to parents' evenings with a view to improving communication with class teachers.
- Disadvantaged students equipped with uniform, resources and provisions to ensure they have the foundations to achieve.
- All disadvantaged students prioritised for careers provision and supported with P16 destination plans and applications.

Challenges

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

Challenge number	Detail of challenge
1 General Catch up	To accelerate the progress of disadvantaged students (particularly boys) to ensure pupil premium students meet or exceed their ambitious South Wolds School Target and in doing so narrow the gap with peers, with a particular focus on maths and English/reading.
2 Literacy	Assessments, observations, and discussions with staff and students indicate that disadvantaged students have generally lower levels of reading comprehension than peers which impacts their access to the whole curriculum. The aim is to reduce the knowledge and skills gaps, particularly in literacy to promote progress and close the gap for disadvantaged students.
3 Cultural Capital	Access to enrichment and extra-curricular activities for many disadvantaged students have been especially heavily impacted due to school closures and covid restrictions. School aims to support learners to be well-rounded and successful individuals and for every student to have equal access to opportunities and encouraged to have high aspirations to meet their career ambitions.
4 Behaviour and Attendance	To improve the behaviour and attitudes to learning of disadvantaged students to reduce the number of individuals receiving a suspension. Disadvantaged boys are significantly more at risk of suspension than disadvantaged girls. To improve the attendance of disadvantaged students to bring them into line with the rest of the school. Likewise, to reduce the number of disadvantaged students falling into persistent absence to bring about parity with non-disadvantaged students.
5 Well-Being	Evidence demonstrates that social and emotional pressures are higher on disadvantaged students and lead to increased issues such as anxiety, depression, low self-esteem, and motivation issues. Disadvantaged students are therefore prioritised for support and intervention in this area.

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
Improved attainment from 2022 among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>By the end of our current plan, Progress 8 and key attainment gaps between disadvantaged and non-disadvantaged pupils is narrowed from 2022 outcomes. Subject Improvement plans to establish knowledge and skills gaps from lost learning so that teaching can be adjusted to meet the needs of students.</p> <p>Relentless focus on disadvantaged students during progress reviews in place to identify any students requiring additional support.</p>
To improve reading comprehension amongst identified disadvantaged students across KS3 and 4.	<p>Improvements in reading comprehension evidenced through Switch on Reading as well as improved engagement in lessons.</p> <p>Improvement seen from feedback given by maths and English catch up tutors as well as teacher assessments within maths and English.</p> <p>KS3 Disadvantaged reading groups established in the library to promote access to reading materials and joy in reading.</p> <p>QA to evidence subjects have embedded literacy strategies in response to CPD to support the priority cohort.</p>
Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience, leading to improved aspirations for all students through increased opportunities, roles and responsibilities within school.	<p>100% of KS4 disadvantaged students attend a careers meeting at KS4 with a level 6 careers advisor.</p> <p>All y9 PP disadvantaged students attend a careers meeting prior to making options choices to ensure appropriate guidance is given.</p> <p>Gap between NEET figures for disadvantaged students and their peers is narrowed.</p> <p>Increased number of disadvantaged students applying to sixth form.</p> <p>Increased number of disadvantaged students attending extra-curricular activities, evidenced through registers.</p> <p>Visit leaders to encourage attendance of disadvantaged on culture experiences.</p>
To achieve and sustain a culture of positive behaviour of our disadvantaged learners and reduce the number of suspensions they receive.	<p>Reduce the gap in suspension rates between disadvantaged and non-disadvantaged students.</p> <p>Number disadvantaged students in persistent attendance will be in line or lower than non-</p>

<p>Improve attendance of disadvantaged students in comparison with Peers, including the number of students that fall into persistent absence.</p>	<p>disadvantaged students. Disadvantaged students will achieve, or exceed, attendance percentages of peers. Relentless focus on disadvantaged attendance during attendance reviews that follow a data run, with a view to actions being subsequently put in place to support identified students.</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p>

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: £7690

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality CPD programme to include whole school sessions, faculty CPD and opt in sessions to develop and share whole school Teaching and Learning strategies. Strategies chosen to support progress for disadvantaged students: retrieval, questioning, scaffolding and modelling, and feedback.</p>	<p>“Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>” EEF guide to the Pupil Premium. June 2019. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>1, 2</p>
<p>Teacher Coaches to work with identified subjects and individual class teachers to help develop practice and accelerate the progress within those areas.</p>	<p>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements https://educationendowmentfoundation.org.uk/news/15-key-lessons-learned-in-the-eefs-first-six-years</p>	<p>1, 2</p>
<p>Inset sessions exploring the fundamentals of a lesson that help in accelerating the progress of disadvantaged students.</p>	<p>Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>” EEF guide to the Pupil Premium. June 2019. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>1, 2</p>
<p>Quality Assurance specifically directed towards PP students and ensuring their quality of teaching and learning is at least equivalent to non-PP students.</p>	<p>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements https://educationendowmentfoundation.org.uk/news/15-key-lessons-learned-in-the-eefs-first-six-years</p>	<p>1, 2</p>

<p>Subjects to review and develop the quality of teaching and feedback given to disadvantaged students to allow them to accelerate their progress.</p> <p>PP students are given priority in seating plans, and teaching strategies such as questioning and feedback.</p>	<p>EEF toolkit (2019) states that ‘providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1,2</p>
<p>Subjects given additional planning and development time during subject meetings to home in on teaching and learning strategies to accelerate the progress of their disadvantaged students.</p>	<p>Putting Evidence to Work – A School’s Guide to Implementation recommends to ‘create a leadership environment and school climate that is conducive to good implementation. Set the stage for implementation through school policies, routines, and practices.’ EEF Guidance report.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p>	<p>1,2</p>
<p>To continue to embed a culture of positive discrimination through ensuring disadvantaged students remain high on the agenda during line management meetings, within subject progress reviews and subsequent quality assurance processes.</p>		<p>1,2,3</p>
<p>Subjects to review and evaluate systems in place to identify gaps in knowledge and skills particularly in year 7 with a view to adjusting the curriculum to address these challenges.</p>	<p>According to the EEF toolkit ‘Individualised instruction can be an effective approach to increasing pupil attainment. On average, individualised instruction approaches have an impact of 4 months’ additional progress.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	<p>1, 2</p>

<p>Staff enrolled on NPQs for development of staff within school and also to aid retention of staff</p>	<p>EEF Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&utm_medium=search&utm_campaign=site_searchh&search_term</p>	<p>1, 2, 3, 4, 5</p>
<p>Subject specific CPD on common methods to improve literacy and comprehension including oral literacy using 'I say, you say, and say it again' once the modelling of I do, we do, you do structures are well-embedded.</p>	<p>EEF- Improving Literacy in Secondary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	

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

Budgeted cost: £71000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School led tutoring for targeted group of disadvantaged students underachieving in English and maths. Students reviewed half termly.</p> <p>Hackney reading programme to accelerate progress and reading comprehension of an identified cohort of students.</p>	<p>The EEF Guide to the Pupil Premium, June 2019 suggests that targeted academic support has a consistently positive impact in 12.9% of targeted students identified through progress reviews as part of National Tutoring Programme. small groups and/or one-to-one structured interventions and is likely to be a key component in an effective PP strategy.</p> <p>Targeted academic support EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2</p>
<p>Year 11 GCSE English and maths additional group established to accelerate progress of students identified.</p> <p>Switch On reading programme to accelerate progress and reading comprehension of an identified cohort of students.</p>	<p>EEF Toolkit suggests that ‘on average, one to one tuition is very effective at improving pupil outcomes. One-to-one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p>Employment of a graduate literacy TA and a TA with a maths specialism.</p> <p>KS3 Literacy groups established to support reading and access to the library for disadvantaged students.</p> <p>Year 11 revision sessions will</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	

<p>select disadvantaged students for priority places.</p>		
<p>Employment of increased maths and English staff to reduce class sizes.</p> <p>Reading strategies well-embedded across KS3 with assemblies, tutor time reading and discussion around literacy growing across the school due to reading homework across all subjects.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concept in each subject: Improving literacy in secondary schools</p> <p>‘Interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored’.</p> <p>Targeted academic support EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF toolkit suggests that ‘The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.’.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	
<p>Peer tutoring from VI form students to targeted KS4 students to develop maths, English & science skills.</p>	<p>‘Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months’ progress within one academic year.’</p> <p>EEF guide to Pupil Premium June 2019. Peer tutoring EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>

<p>Exam access arrangements put in place for those SEN and disadvantaged students who require it.</p>	<p>Special Educational Needs in Mainstream Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&utm_medium=search&utm_campaign=site_search&search_term=se</p>	<p>1, 3, 4</p>
<p>Homework support at lunchtimes and after school in the library for all students. Study Club twice weekly after school to support year 9-11 students with organising and engaging in revision.</p>		<p>1, 2, 5</p>

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

wellbeing)

Budgeted cost: £60000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Greater coordination and raising the profile of extra-curricular activities, with closer tracking to encourage participation from more disadvantaged students. This is done through pastoral and tutor teams, along with student notices.</p> <p>Raise the profile of roles and responsibilities available in school through tutor teams and staff notices to encourage greater participation from disadvantaged students.</p> <p>Whole School Sports Coordinator prioritises the welfare of PP students in additional sports activities and team building sessions.</p>	<p>The EEF toolkit acknowledges that limited research is available on aspiration interventions. It does though acknowledge that if it is done, ‘aspiration interventions [should] range in duration and may include within class approaches delivered by teachers, after school clubs, out-of-school programmes or mentoring led by paid staff or volunteers.’</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>3,4,5</p>
<p>Meetings following reports with KS3/4 progress lead with relentless focus on disadvantaged students and what actions are required to bring progress and attendance of disadvantaged in line with peers</p> <p>Increased contact between pastoral year teams and home with heads of year developing behaviour profiles for individual</p>	<p>The EEF Guide to the Pupil Premium, June 2019 suggests that a tiered approach will help to focus on key strategies. Attendance is the most significant nonacademic barriers to progress in school</p> <p>The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</p> <p>Research by the EEF suggests that ‘parental engagement has a positive</p>	<p>5</p>

<p>students.</p> <p>Emotional health and well-being prioritised for disadvantaged students by the Equality & Diversity Lead.</p> <p>All parents contacted in the winter term as a reminded of how to apply for pupil premium status and what support school can offer both for students identified for funding and just-about-managing households.</p>	<p>impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps'</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	
<p>Whole school rewards system used to promote and celebrate excellent behaviour in lessons and at social times. Achievement points system well embedded and rewards assemblies in place.</p>	<p>EEF Improving Behaviour in Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	
<p>Introduction of a behaviour intervention when a disadvantaged student has accrued several suspensions to ensure all support mechanisms and SEND avenues have been maximised</p>	<p>According to the EEF toolkit, Behaviour interventions – 'both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.'</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4
<p>Transition programme for year 6 intake to manage expectations and identify vulnerable students.</p>	<p>Extending School Time EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time/technical-appendix</p>	
<p>Responsive PSHE curriculum across all key stages to cover current affairs and whole school issues.</p>	<p>EEF Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1,3,4,5

<p>Careers Advice priority for disadvantaged students. Priority appointments for disadvantaged and vulnerable students (keep NEET low). Aspirational careers fair open to all year groups and afternoon access for all disadvantaged students. Promotion of Unifrog to all year groups to promote employability skills tracking and profiling against future careers.</p> <p>Careers workshops for disadvantaged students interested in careers within construction on site with the new build.</p>	<p>DfE- Careers guidance and access for education and training providers https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools</p>	<p>1,5</p>
<p>Contingency fund for acute issues.</p> <p>Purchase of school uniform for PP students.</p> <p>Purchase of revision guides for all year 10 PP students.</p> <p>Funding of music lessons for PP students.</p> <p>Funding of some school trips to ensure PP students have the same opportunities as non-PP students.</p> <p>Review of food available for FSM students.</p> <p>IT provision for students that need it to work at home.</p> <p>Support for the local food bank at the end of each term and information shared with parents/carers for referral.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs of PP students.</p>	<p>All</p>

Total budgeted cost: £138690

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Desired Outcomes from previous pupil premium strategy:

1. Improved attainment from 2019 among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.
2. To improve reading comprehension and numeracy skills amongst identified disadvantaged students across KS3 and 4.
3. Improved reading skills of disadvantaged students and engagement in reading. Improvement in the outcomes of disadvantaged students, narrowing the gap from 2018-2019 (8 months) to 0.
4. Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.
5. To achieve and sustain a culture of positive behaviour of our disadvantaged learners
6. Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience, leading to improved aspirations for all students through increased opportunities, roles and responsibilities within school.
7. Improve attendance of disadvantaged students in comparison with Peers, including the number of students that fall into persistent absence.

Outcomes – progress towards 2024 objectives

1. As shown in the table below attainment measures for pupil premium students were lower than in 2019, other than 9-5 and 9-7 for English and maths. As a school, we did attempt to mitigate against a major drop in the achievement of students by prioritising disadvantaged students, a CPD programme to support staff to deliver quality first teaching and curriculum reviews to ensure a high-quality offering. We did, however, as evidenced in schools nationally, find that our disadvantaged students were adversely affected by attendance and consequently were unable to fully benefit from our intended pupil premium strategy. This did lead to a continuation of the gap between PP and non-PP students.

This details the impact that our pupil premium activity had on pupils in the 2019 to 2023 academic years. 2019 results were the last set of comparable outcomes, not impacted by TAGs or elevated outcomes.

Performance Measures 2023	PP Students (22)	Non PP Students (126)
Progress 8	-0.75	0.3
Attainment 8	37.25	54.72
9-7 English/Maths %	18.2	19.8
9-5 English/Maths %	40.9	61.9
9-4 English/Maths %	40.9	78.6
Attendance %	85	93.2
Students achieving Ebacc (Grade 5 & above)	4.5	15.1

Performance Measures 2023	PP Students 2023 (22)	PP Students 2019 (24)
Progress 8	-0.75	-0.52
Attainment 8	37.25	43.4
9-7 English/Maths	18.2	16.7
9-5 English/Maths	40.9	33.3
9-4 English/Maths	40.9	50
Attendance	85	90
Students achieving Ebacc (Grade 5 & above)	4.5	8.3

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact on attendance, which disrupted all our subject areas to varying degrees. The impact was mitigated by our resolution to maintain a high-quality curriculum, which was aided by use of online resources. Although pupil premium students were provided with laptops and internet access where required there was less uptake to using this than with non-pupil premium students. Re-establishing normal ways of working has been more challenging with student entitled to pupil premium funding, but we can see clear improvements over time.

2. Students continue to take part in the Hackney Literacy and Switch On schemes. Year 7,8 & 9 are taught in small classes for Hackney Literacy and 44% of these students are pupil premium in 2023/24
3. The reading strategy is focusing on opportunities for students to hear reading aloud in tutor time. Years 9 and 10 are trialling an audio book and Years 7 and 8 are trialling live speakers. In addition, students are being directed to online news site *The Day* to read a range of non-fiction texts that support their curriculum study.
4. CPD for all staff was delivered on the November inset day on Quality First Teaching: The Priority Cohort. SLT QA evidenced that priority seating is in place for disadvantaged students with standards high and consistent for all students. There was also significant evidence of teaching and learning strategies to support disadvantaged students and develop skills to support exam success. Disadvantaged students were prioritised for revision skills sessions to support skill development and self-regulation. All disadvantaged students at KS4 were placed in Life Skills groups with a core focus on developing metacognitive skills and preparing effectively for assessments.
5. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan. In 2022/2023 the average behaviour points for PP students was 13.1 as opposed to non-pupil premium students which was 3.3.
The suspension rate in 2022/23 for non-pupil premium students was 9.4% as opposed to 59.8% for pupil premium students. 81.1 % of pupil premium students have a repeat

suspension as opposed to 69.6% of non-pupil premium students.

6. A full extra-curricular timetable has now been reinstated and disadvantaged students have been encouraged by their tutors to attend and take part. Uptake is high at lunchtimes but remains quite low after school and is an area for development in 2023- the main barrier being transport home after sports clubs. High aspirations are promoted in careers interviews, which take place in y11 with a L6 qualified careers advisor, and students are supported with making aspirational decisions in line with their career ambitions.

7. Although overall attendance in 2022/23 was slightly lower than in the preceding year at 91.9%, it remained higher than the national average. Absence among disadvantaged pupils was closer to their peers with an 8.2% difference. Persistent absence for pupil premium students in the year 22/23 was much lower than the preceding year at 25.3% as opposed to non-pupil premium students which was 11.4%. We have found that attendance was still impacted last year due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils who have found it especially difficult to make the transition back to full time school.

Below is a summary of the impact of last year's strategy:

- Priority seating in lessons for PP students ensures questioning is directed and active participation is encouraged
- Quality First teaching has a positive impact on all students' learning and is evidenced in pupil outcomes and QA of books.
- PP students have retained laptops and internet access to assist with work at home
- Progress meetings with disadvantaged students following school reports allowed students to take ownership of targets and have support with making progress towards meeting them.
- Communication with the parents of pupil premium students was prioritised for parents' evenings with all parents/carers of pupil premium students being offered support in booking appointments.
- School uniform, revision guides, trips and music lessons funded for PP students
- Welfare of students when they are suspended prioritised, and food provided for those entitled to free school meals.
- Food during the school day has been reviewed by talking to students and changed in January 2023 to give a broader breakfast selection and the option for students eligible for free school meals to spend their allowance at any point during the school day. Students entitled to free school meals were offered lunches in the event of all school closures, including on strike action days.