

Pupil Premium Strategy Statement- St Dunstan's School

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 academic year) funding, with the specific intention of improving 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 on students within our school.

School overview

Detail	Data
School name	St Dunstan's
Number of pupils in school	509
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	September 2024
Date this statement was updated	December 2024
Date on which strategy will be reviewed	September 2027
Statement authorised by	Adele Pole-Evans (Chair of Governors)
Pupil premium lead	April Richards
Governor / Trustee lead	Adele Pole-Evans (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation for academic year 24/25	£129,375
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	£129,375

Part A: Pupil premium strategy plan - Statement of intent

St Dunstan's School seeks to offer an inspiring and inclusive provision to ensure that all students regardless of their gender, background and postcode receive a broad, knowledge and culturally rich education that removes barriers and prepares them for the challenges of the 21st Century.

Strategic Intent: This Pupil Premium strategy was written following a full review of needs in **Term 2, 2024/25**

The strategy aims to-

1. Raise attainment and achievement so that all students, regardless of their starting points, achieve well and are prepared for their next steps.
2. Develop a culture of inclusivity to ensure that all students are fully supported to overcome any barriers to learning and access a full broad and balanced curriculum based on powerful knowledge, application of skills, and experiencing cultural richness.
3. Raise aspirations and engagement through sky high expectations and instilling the mantra in students that 'anything is possible'.
4. Address the significant impact (academic, social, cultural and mental health) of contemporary national and global events (Covid-19 & Cost of Living) to ensure that all students are able to progress, succeed and thrive at our school and into their future.

Our success criteria below indicates how these strategic aims will be fulfilled and evaluated for impact

Implementation of Strategy

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support the needs of young people, regardless of whether they are disadvantaged or not.

High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

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 that all pupils make the same progress, regardless of their starting point
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure disadvantaged pupils are challenged and supported in the work that they're set
- act early to intervene at the point need is identified
- ensure that disadvantaged pupils have attendance in line with their peers
- ensure that disadvantaged pupils are supported to achieve their aspirations for the future - whatever those might be
- ensure that disadvantaged pupils are exposed to diverse enrichment and extracurricular opportunities.

Students will be eligible for support based on need. This is divided into a tiered approach to support the triage and identification of support bespoke to each child

Tiered Approach

<p>Tier 4- High needs offer to support families and students who may be most vulnerable</p>	<p>Targeted 1-1 Academic Intervention</p> <p>Pastoral Support Hub Targeted support- behaviour, attendance, welfare, safeguarding</p> <p>ELSA, Forest school and other provision</p> <p>SEND- K</p> <p>Child Looked after</p> <p>Alternative Provision</p> <p>Young Carer</p> <p>EWO</p> <p>Significant external agency involvement</p>
<p>Tier 3 - Enhanced offer for students and families to address barriers to learning and future success- Specific Targeted Intervention (Pastoral & Academic)</p>	<p>Funding and additional support to remove barriers</p> <p>Targeted Pastoral/ Academic Intervention/Attendance</p> <p>End of Key Stage 4 Targeted Intervention</p> <p>Transition KS2-3</p> <p>Additional careers advice and guidance</p>

	<p>External agency involvement</p> <p>Breakfast club</p> <p>Mentoring programmes</p>	
<p>Tier 2 - Additional offer for students eligible for the pupil premium funding- wider funding</p>	<p>Premium First & In class support</p> <p>Focus Five and ADPR</p> <p>Support with the cost of trips</p> <p>Opportunities for Cultural capital</p> <p>Rewards and Incentives</p> <p>Peripatetic Music Lessons</p>	
<p>Tier 1</p> <p>Universal offer for all students-wider funding</p>	<p>High quality first teaching</p> <p>Year Group initiatives as outlined on the route map</p> <p>KS4 interventions</p> <p>Reading and Literacy strategies</p> <p>Drop down days & visiting speakers</p> <p>Behaviour for Learning</p> <p>Building Relationships</p> <p>High expectations</p>	

Year	Total	PP Numb	PP %	% SEND & Dis	PP Avg KS2	PP Girls	PP Boys
Year 07	128	46	36%	26%	102.5	28	14
Year 08	97	32	33%	13%	102	18	14
Year 09	81	20	25%	6%	106	12	8
Year 10	104	35	34%	10%	103	15	20
Year 11	93	34	32%	14%	105	16	18
TOTAL	503	132	32	14%	103.7	89	74
National			24%				

Challenges

This Strategy intends to address key contextual challenges barriers to PP student progress, as outlined below:

Barrier		Rationale	Intended outcome
1	<p>Attendance</p> <p>Low attendance is a significant barrier to students progression and academic success</p>	<p>Current Pupil Attendance students is 86% this is in line with national average but significantly below non-disadvantaged peers.</p> <p>Historic attendance (2023/2024) falls below national average and there is a significant gap between PP and NPP attendance -</p> <p>2023-24 FSM National average 87.5% vs St Dunstan's School 85%</p> <p>Key Barriers to attendance are- Parental indifference to education and being in school Lack of understanding of the importance of being in school and the tracking and consequences of absence Student indifference - some students do not see the importance of being in school and completing GCSEs as aspirations for careers (as opposed to jobs) are limited. Glastonbury Festival- many families attend or work in the festival, causing students to be absent for several days over this period Students/families refusing due to raising expectations around uniform and behaviour or to avoid sanctions such as Isolation</p>	<p>Improved and sustained <u>wellbeing</u> for all pupils, including those who are disadvantaged. Sustained high levels of wellbeing from 2024/25 demonstrated by Qualitative data from student voice, student and parent surveys and teacher observations.</p> <p>The percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 3% lower than their peers</p> <p>The perception attendance for PP is above national averages in all year groups</p>
2	<p>Literacy and Oracy</p> <p>To ensure that Pupil premium students continue to</p>	<p>Although the majority of students arrive on or above national expectation, data suggests that students fall behind their peers in Key Stage Four</p> <p>Pupil Premium Ks2 Literacy entry 2024 104.34 2023 104.4 2022 106.9</p> <p>Outcomes in KS4 outcomes (literacy based subjects)</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>% Reading ages GCSE outcomes in literacy based subjects KS3 outcomes in literacy based subjects</p>

	<p>develop literacy and oracy building upon strong starting points</p>	<p>Not enough students achieve a strong pass at GCSE for English Language and/or Literature</p> <p>2024 PP students English 4+ 60% (16/25), 5+ 24% (6)</p> <p>Only 40% PP students achieve a standard pass at GCSE English and Maths</p> <p>In other literacy based subjects History 4+26% 5+ 21% P8 -0.55 Geography 4+14% 5+ 0% 0.12</p>	
<p>3</p>	<p>Aspiration - Pupil Premium students require more support and education to raise aspirations</p>	<p>KS4 entry profile Low numbers of PP students are currently entered for the Ebacc compared to NPP 2024-26- 3 students 2023-25 - 14 students 2022-24 10 students</p> <p>Students require greater guidance to identify Work experience placements that raise aspirations and linked to Post 16 Progression</p> <p>Student voice and feedback indicates that PP students often do not have an aspiration to attend university or equivalent level 3 courses</p> <p>Year on year data show high numbers of PP students enrol in vocational courses at local colleges at Level 2 .</p>	<p>All students have made clear and informed decisions about their KS4 and Post 16 Pathways. High % of PP students are entered for the Ebacc KS4 suite of qualifications</p> <p>100% of PP students secure an appropriate and aspirational Post 16 Pathway. All students in KS3 receive high quality CEIAG in advance to make option choices. All KS3 students opt to study an appropriate pathway and subject choices linked to their academic abilities and opportunities for further progression. Student voice indicating that they have been well supported to make informed choices.</p> <p>KS5 progression ensures all PP students reach their aspirational courses and the January drop off in applications does not occur.</p> <p>100% of PP students receive at least one careers advice interview in year 10 and year 11 to ensure access to correct courses for aspiration. Engage with KS5 provision - ensure colleges and other FE providers attend Year 10 and Year 11 parents evenings. KS5 provision, including local 6th form schools attend choices evening. Use outreach experiences from FE providers and 6th form schools to maintain connections to aspirational courses and futures.</p>
<p>4</p>	<p>Improve Outcomes so that students</p>	<p>Whilst 2024 data indicates that PP students perform above the national average for PP students, P8 and A8 remain below NPP peers.</p> <p>2024 P8 PP= -0.11 vs NPP= +0.18</p>	<p>Improved progress among disadvantaged pupils.</p> <p>Improved attainment among disadvantaged pupils.</p>

	perform in line or above peers	<p>2023 P8 -0.57 vs. NPP = -0.19 2022 PP -0.12 vs NPP = -0.2 2024 A8 - 36.77 vs. Npp 43.68 2023 A8 32.79 vs NPP 44 2022 A8 38.92 vs NPP 48.45</p>	<p>% EM 4+ and 5+ Attainment Internal SPI Ebacc entry and outcomes Bucket 1 Bucket 2 Bucket 3</p>
5	<p>Behaviour & Attitudes</p> <p>Some Pupil Premium students behave less well than their peers</p>	<p>Exclusion and suspension data suggests that high numbers of PP students receive significant sanctions from the school</p> <p>2023/24 - 71/156 suspensions (46% PP) 2024/25- 50/71 suspensions (61%)</p> <p>Permanent exclusions 2023-24 indicate that St Dunstan's school was in the bottom quartile in somerset for exclusions per vulnerable student</p>	<p>Reduction in FTE is to be in line or below the National average. Reduction in the number of OOC days issued to PP. Increased % of positive points and decrease % of negative points recorded on Talaxy measured on a termly basis.</p> <p>Student work consistently completed to a high standard across the curriculum and year groups. Reported attitudes to learning (effort indicator) are at least the same or better than their NPP counterparts. Talaxy positive points in line or exceeding NPP counterparts. Significant reduction in internal exclusions and FTEs. High attendance figures for PP across all year groups and significant reduction of persistent absentees.</p>
6	<p>Cultural Capital</p> <p>Students lack the opportunities to gain cultural capital and develop powerful knowledge</p>	<p>Students' voice and feedback indicates that a large majority of PP students do not receive opportunities to acquire cultural capital. This includes-</p> <p>Access to or participation in the Arts</p> <p>Able to learn a musical instrument</p> <p>Visits to places and locations of historical and cultural significance</p> <p>Visit and exposure to higher education outside of the locality of Glastonbury or Street</p> <p>Experience of visiting foreign destinations or travelling</p> <p>Access to literature outside of the school setting</p>	<p>Students have increased exposure to cultural capital building opportunities within lessons through increased discussion of real-world context of learning.</p> <p>Students have increased access to trips linked to the curriculum that improve their understanding of the learning and the wider world.</p> <p>Students have increased opportunities to participate in trips and activities that provide wider experiences outside the curriculum, including sport, music, skills and wider enrichment.</p> <p>Students have increased opportunities to travel outside the local area, nationally and internationally, to experience alternative cultures of their own and embrace these experiences with the support of their peers.</p> <p>Opportunities in both key stages for students to engage in the wider curriculum. High % of participation in extracurricular activities. High PP participation in cultural enrichment opportunities. High proportion (60%+) of students representing the school in sports and school productions. Stakeholder feedback that- students feel safe and know how to report an issue, they are well supported, have opportunities to build cultural capital and enrichment, teachers have good knowledge of the students, high expectations are in place, and all students have full access to the curriculum.</p>

7	<p>Double disadvantaged</p> <p>Significant numbers of students face additional barriers to learning which could widen the gap further with peers</p>	<p>18/132 students are SEND</p> <p>56/132 students are or 90% of below</p> <p>10/132 students are young carers</p> <p>2/132 are CLA</p>	<p>All double disadvantaged students have attendance above the national average</p> <p>All double disadvantaged students have strong KS3 and KS4 outcomes in line with target grades or above the national average</p> <p>All double disadvantaged students participate in and engage in the wider curriculum and enrichment</p> <p>Feedback indicates- they are well supported, identify trusted adults and would recommend the school to a peer</p> <p>High positive points and number of rewards</p>

Teaching & Learning

Budgeted cost: £ £55,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of a consistent pedagogy and lesson sequencing to support students to know more, understand more and do more</p> <p>Learning Cycle Staff training to ensure link between learning cycle and reduction in cognitive load.</p> <p>6 phase learning cycle designed and implemented, with resources prepared and in use by all staff.</p>	<p>Education endowment fund: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect</p>	2, 7

<p>CPD in place for staff to deliver all aspects of the learning cycle.</p> <p>Introduction of metacognition and strategies within learning phases supports progress for all learners; PP progress at least in line with their peers.</p> <p>Student & parent engagement to support understanding of the importance of low cognitive load.</p> <p>Strategies in place to share best practice and develop resourcing</p>	<p>on children eligible for the Pupil Premium.</p> <p>Consistency - On average, pupils experiencing setting or streaming make slightly less progress than pupils taught in mixed attainment classes.</p> <p>Metacognition and self- regulation + 7 months</p> <p>Rowlands et al- Staff training and retention has a significant impact on student outcomes.</p>	
<p>Implement effective inclusion strategies to ensure double disadvantaged students are able to access the curriculum and make good progress</p> <p>Adaptations and Inclusion</p> <p>PP and SEND students are identified and recognised by all staff on seating plans in purple folders. .</p> <p>Key consistencies for PP students introduced and used in all lessons;</p> <ul style="list-style-type: none"> -first to be seated, questioned, praised and given feedback -effective verbal and written feedback is provided at frequent intervals during lessons and over time (with PP targeted more frequently where appropriate) -feedback strategies are reviewed and adapted to maximise impact on progress for students with a focus on task based responses, whilst remaining warm and praising -questioning strategies are used to check progress and improve student's understanding -deeper thinking tasks are provided for learners to stretch and challenge knowledge acquisition and disciplinary skills -high expectations for student work, engagement and exercise books <p>SEND information is detailed, updated regularly and effective strategies are provided in order to implement them within the curricula.</p>	<p>Essex Project Rowlands et al - inclusion was key to ensure progression and wider development of students with an range of barriers</p> <p>EEF: Feedback + 8 months</p> <p>EEF: Metacognition and self- regulation + 7 months</p>	<p>2, 4, 7</p>

<p>CPD provided for adaptive strategies that support PP and double disadvantaged.</p> <p>Inclusion boxes purchased and used to support in class strategies</p> <p>Teaching Assistants deployed to support key students and provide wider support for other students</p> <p>KS4 Curriculum Choices guided and supported so that-</p> <ul style="list-style-type: none"> a) Increased numbers opt for Ebacc suite of qualifications b) Bespoke curriculum is offered to support the needs of PP SEND students c) Ensure all students receive a broad and balanced curriculum 		
<p>Providing the equipment and resources required to deliver a high quality first teaching</p> <p>a)Resourcing the Curriculum</p> <p>Audit carried out to establish equipment needs of each curriculum area and identify specialist equipment for faculties for future provision.</p> <p>Key equipment, including timers and visualisers are provided for all staff to ensure that every classroom can deliver wave 1 teaching to the highest quality.</p> <p>Mini whiteboards and pens provided for all students to facilitate turn and talk, show me and drafting to improve strategies within wave 1 teaching techniques.</p> <p>Inclusion boxes purchased to support in class adaptations</p> <p>CPD to support staff with wave 1 teaching strategies including deeper questioning to promote 'thinking', 'say it again, say it better', and 'repeat the answer'.</p> <p>b) Curriculum Planning & staffing</p> <p>Recruitment of additional specialist teachers in Mathematics and English to reduce non-specialist teaching.</p> <p>Staffing the curriculum to ensure specialist teaching across the curriculum, reduce class sizes and secure broad and balanced curriculum and Ks4 choices</p>	<p>Education endowment fund:</p> <p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>EEF: All staff should receive effective training in order to enable them to identify and support the needs. This should be regularly updated and reinforced by coaching.</p> <p>High quality, specialist teachers have a more significant impact on the most socio-economically deprived students (Bath Spa University, 2021).</p> <p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. + 4 months</p>	<p>2, 4, 5, 7</p>

<p>Class groupings to ensure that Pupil Premium are stretched and challenged</p> <p>Building capacity in the SEND team through recruitment of SENDCo and additional teaching assistants to support the double disadvantaged.</p> <p>TA structure restructured and revised with deployment overseen by SENDCo to support the most in need, prioritising double disadvantaged (SEND PP).</p> <p>Choices process provides clear information for students and families that links to aspirational futures.</p>	<p>Ofsted Curriculum Research review 2018- leaders should ensure that the curriculum is appropriate to the context of the school and have a clear understanding of how it meets the particular aims and values of their school.</p>	
<p>Implement whole school literacy strategy to support acquisition of a high level of language and communication skills</p> <p>Whole school literacy</p> <p>Read to Succeed- students read from canon literature 3 days a week. Additional texts purchased</p> <p>Purchase of books to support the library and reading initiatives</p> <p>Funding to support theatre and other vents linked to literature</p> <p>KS3 students receive a timetabled reading lesson once per fortnight</p> <p>Librarian appointed to develop the reading culture and ethos of the school. Librarian also implements reading interventions to support students below ARE</p> <p>Provide increasing opportunities in all subjects for extended writing to support students to develop writing stamina in addition to demonstrating subject knowledge acquisition.</p> <p>Use NGRT to track and monitor the progress of learners and ensure that intervention is utilised effectively to support the students with the most need.</p> <p>Reading Wise online intervention for all students who require a more 1:1 supported reading approach which can be accessed at home or school.</p>	<p>Cambridge Assessment Network has shown significant correlation between low attaining and disadvantaged pupils and non-standard English in written responses, and these are shorter, resulting in lower marks.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Waldfofel and Washbook identified clear links to socioeconomic disadvantage and language gaps- The 27% gap between the lowest quintile and highest quintile in vocabulary develops at the age of five. Lowest quintiles are 16% more likely to have conduct problems and 15% more likely to have hyperactivity problems.</p>	<p>2, 4, 6, 7</p>

<p>Turn & talk used frequently to verbalise responses before written tasks.</p> <p>"Say it again, say it better"-teachers encourage students to rephrase verbal responses to use more sophisticated and academic language.</p> <p>Explicitly teach Tier 2 and 3 Vocabulary using everyday language and exploring etymology of words across curriculum subjects.</p>		
<p>Online Learning</p> <p>Seneca Premium is provided for all year 11 students, including PP to ensure access to predictive papers, model answers and adaptive quizzing for effective revision.</p> <p>Google classroom - provision for access to all resources for all lessons to ensure students are able to revisit learning or catch up on absence (potentially work with Trust leads to establish a model for wider roll out).</p> <p>Subject specific packages to support learning and delivery of the curriculum</p> <p>Provision of laptops and IT for families and students to support access to the curriculum</p>		1, 2, 4, 7

Targeted Interventions

Budgeted cost: £25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Support (to include tutoring, one-to-one support, structured interventions)		
<p>Year 11 tutor time revision programme targeted to students who can improve, with PP prioritised, running from term 2;</p> <ul style="list-style-type: none"> -Core (Maths, English, Science) -Humanities -Languages to follow over time <p>Additional intervention implemented with Trust experts for English and Maths on Wednesday afternoon with focus on target bands (3/4 & 4/5 boundary). Reviewed ½ termly.</p> <p>French intervention provided for targeted students to improve progress, with a particular focus on spoken French. PP students prioritised where appropriate. Reviewed ½ termly.</p> <p>Revision opportunities in Feb. Half Term & Easter will recruit PP students as a priority.</p> <p>Afterschool quiet revision space provide from March onwards to support out of hours independent study</p>	<p>EEF- Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>Shorter interventions of up to 10 weeks tend to be more successful</p> <p>EEF: Small group tuition + 4 months</p>	<p>2, 3, 4</p>
HAP	<p>Within class attainment grouping has a positive</p>	<p>3, 4, 6</p>

<p>Diamond League in year 11 tutor time intervention is inclusive of PP HAP to ensure they have the same opportunities as peers and can work collaboratively with them on higher order revision strategies.</p> <p>Stretch and challenge walls used to provide resources and materials that engage students with higher order thinking tasks, as well as extended writing and exam questions aimed at grades 7+.</p> <p>Focus Five Initiative- Year 11 teacher meet and plan to target key students who require additional in class intervention and support to accelerate progress</p>	<p>impact, on average, of 2 months additional</p> <p>Small group tuition + 4 months</p>	
<p>Building links with external provisions, partners and agencies</p> <p>Millfield HAP students (including HAP PP) attend regular revision (Year 11) at Millfield, with a focus on the Arts subjects as these have historically underperformed.</p> <p>Students, including PP(prioritised), attend enrichment sessions (all years) with a focus on collaboration and aspiration.</p> <p>Millfield engagement provides careers information and guidance and additional information for careers during curriculum drop down days.</p> <p>MNSP English & Mathematics intervention for students who require 5+ GCSE grade French additional support & intervention D&T- NEA and Portfolio support for targeted students</p>		<p>2, 3, 4, 6, 7</p>
<p>Reading Interventions</p> <p>Use NGRT to identify tiers of intervention for reading, using tutor time to provide tuition to close the reading gap for these students.</p>	<p>Education endowment fund: Reading comprehension strategies + 6 months</p>	<p>2, 4, 6</p>

<p>Identify appropriate package to target and support students who are below chronology reading age</p> <p>Sharing of reading ages with all teachers to support reading in the classroom and plan appropriate strategies.</p> <p>Reading Wise online intervention to support students who continue to struggle with their phonics and basic comprehension.</p>	<p>GL Assessments In the 2019 – 2020 academic year, primary school children experienced a small decline in attainment in reading</p> <p>Reading comprehension strategies have a high impact on average (+6 months).</p> <p>Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text</p> <p>Shorter interventions of up to 10 weeks tend to be more successful</p>	
<p>Pastoral Support</p>		
<p>Attendance officer & EWO</p> <p>Attendance officer to prioritise PP and double disadvantaged phone calls in all waves to promote good attendance and identify support required.</p> <p>Contacts families promptly when a PP student is absent to understand the issues and passes to the Pastoral team as needed.</p> <p>Completes home visits.</p> <p>KS4 and KS3 Pastoral Leads</p> <p>Identify and work with students and families who are PP/SEND in the first instance to ensure that their attendance is in line with non-PP students</p> <p>Works closely with families of PP children to address barriers to school attendance, eg, transport, mental health</p> <p>Promotes the importance of attendance.</p> <p>Completes the Attendance Matters Curriculum (T4) with PP students.</p> <p>Completes home visits.</p>	<p>Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</p> <p>DFE The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</p> <p>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times</p>	<p>1, 5, 7</p>

<p>EWO</p> <p>EWO ensures that we are compliant with the law with reference to attendance, supporting PP students and families as directed by the attendance lead.</p> <p>They hold attendance clinics with students and/or families as needed.</p> <p>Uses a formal and structured approach to work with families to address persistent absenteeism.</p> <p>Completes home visits.</p> <p>Collaborates with external agencies to support PP students holistically.</p> <p>Safeguarding Leads</p> <p>Pivotal role in supporting PP students due to the complex home lives and challenges that can exist in PP students. DSLs has some targeted actions in relation to specific PP students.</p>	<p>more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</p> <p>Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</p> <p>Engaging parents + 3 months</p>	
<p>Mental Health leader</p> <p>Two members of staff have been trained as SMHL. One teacher leads and a staff member of SLT supports the strategy and actions through Line Management. There is a Mental Health strategy for the school which targets the 8 areas of Mental Health support including students, staff and parents.</p> <p>Positive Mental Health Days are in place starting with the Y9 Mental Health Day at Millfield school.</p> <p>Student Voice is collected regularly and monitored by the SMHLs and SLT. The 'You Said, We Did' is discussed and decided at Student Leadership meetings on the first Friday of every month. Tutor ambassadors present this information to their tutor groups during their British Values tutor time programme.</p> <p>Universal support (Tier 1) is embedded and signposted throughout the school for students (tutor programme, assemblies, PSHE).</p> <p>The Pastoral Structure allows tutors to pick up any low level concerns and to follow up more immediate concerns with Heads of Key Sages and the Pastoral Team.</p> <p>Tier 2 support is being utilised within the school setting (ELSA, YMCA, Nurse, Chaplin, 1:1 MH sessions).</p>	<p>Positive education paradigms, where a culture of positive mental health is developed, has been shown to have an impact on repairing regulatory abilities and repairing disrupted attachments so that students can focus on their learning, particularly when using a trauma-informed approach (Waters <i>et al</i>, 2015, Anda <i>et al</i>, 2005).</p> <p>Since CV19 there has been a significant rise in mental health which is becoming a significant barrier to learning Research indicates that students who come from disadvantaged backgrounds are more likely to experience factors that lead to mental health issues. This is</p>	<p>1, 3, 5</p>

<p>Students with ACEs are identified and supported by the Pastoral team who liaise with appropriate external agencies.</p> <p>Development of the Thrive GROW coaching (goal, reality, options, way) amongst staff by building up leaders and training staff on difficult conversations.</p> <p>Build Wellbeing amongst staff through Friday Shout Out, Monthly hamper, Staff symposium, Staffwellbeing survey.</p> <p>Increase staff wellbeing trips and activities</p> <p>Include Positive Mental Health takeaways at Parents' Evenings, including take away information.</p> <p>Set up drop in sessions and focused meetings with parents/carers to promote MH.</p> <p>Provide CPD in strategies to support positive mental health and overcoming barriers.</p> <p>Continue small group sessions and 1:1 sessions set up with the Pastoral team and SMHL including Y11 revision strategies.</p> <p>Whole school inset on Trauma informed Practice and Mental health in schools</p>	<p>compounded by the lack of resources to support from public services such as the NHS</p>	
<p>Young Carers and CLA Support</p> <p>There is a designated member of the Pastoral team that runs the YC programme. The member of staff attends regular meets with other YC leads.</p> <p>In school, the member of staff meets with the YC every term to discuss and support barriers to learning.</p> <p>There are 18 YC in the school. 10 of which are PP.</p> <p>There is a designated member of staff who runs CLA support. The member of staff meets with the students on a regular basis to discuss and support barriers to learning. The member of staff attends the PEP meetings and shares relevant information with the whole staff body during staff briefings.</p>	<p>Research suggests that the most effective PP strategies are those that are personalised to the individuals and directly address the needs</p>	<p>1, 4, 5, 7</p>

<p>There are two CLA students in the school. Both students are PP.</p>		
<p>Pastoral Support Developments</p> <p>Restructure and recruitment of Pastoral team to support to provide holistic support for each child</p> <p>Pastoral managers to work with key students and families to remove barriers to learning</p> <p>Home visits used to support and engage 'hard to reach' families.</p> <p>Provide support in parent meetings with teachers and Heads of Key Stage.</p> <p>Referrals to agencies and organisations</p> <p>School based interventions such as Teachable Moments, SARI, School Nurse, KRowley</p>	<p>Both targeted behaviour interventions and universal approaches have positive overall effects (+ 4 months).</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>	<p>1, 3, 4, 5, 7</p>
<p>Alternative Provision and additional support</p> <p>SASP supports specific PP and/or SEND students with direct mentoring through the medium of sport.</p> <p>Forest School has a focus on PP and/or SEND students and building resilience and social skills.</p> <p>ELSA provides 1:1 and/or small group support for PP and/or SEND students who are experiencing specific difficulties around personal experiences/difficulties and lack of social skills.</p> <p>1-1 Mentoring is in place for specific PP and/or SEND students whose lives and needs are complex and require more specialist support.</p> <p>Alternative Provision is provided to specific PP and/or SEND students who are unable to access the mainstream curriculum due to academic or social difficulties.</p>	<p>Research suggests that the most effective PP strategies are those that are personalised to the individuals and directly address the needs</p> <p>Social emotional learning + 4 months</p>	<p>1, 2, 3, 5, 6</p>
<p>Breakfast club</p> <p>Identify families experiencing significant hardship to provide free breakfast from the canteen.</p> <p>Free breakfast for Pupil Premium students.</p>	<p>Evidence and research clearly establishes a link between hunger, malnutrition and dehydration and concentration levels. Students who are unable to pay attention are more likely to develop greater gaps in their learning</p>	<p>1, 4, 5</p>

Wider strategies (to include strategies linked to attendance, behaviour, wellbeing)

Budgeted cost: £ 48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Strategy</p> <p>Prioritise PP in attendance phone calls in all circumstances (first day, percentage etc)</p> <p>Appointment of key staff to oversee and target students when attendance become a concern (Pastoral Manages and Attendance)</p> <p>Letters and guidance provided for parents advising them of the benefits of good attendance, punctuality and our expectations as a Trust.</p> <p>Celebrate and reward good attendance for all students through rewards policy, including certificates, phone calls home, TRACK points and celebration events. Postcards for 100% attendance on a monthly basis ensures attendance to a raffle for rewards and incentives.</p> <p>Assemblies and Personal development sessions provided to educate students on the importance of attendance</p> <p>Student voice used to inform barriers to attendance and responses put in place</p> <p>Phone Calls, home visits and meetings for students who fall below key thresholds</p>	<p>DFE The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</p> <p>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</p> <p>Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</p>	<p>1, 4, 5</p>

<p>SENDco working with students with EBSA to overcome difficulties</p> <p>Systems in place to track attendance for individuals, year groups and the school on a daily, weekly, monthly and termly basis</p>		
<p>Rewards & Recognition</p> <p>Revise TRACK points system and criteria. Regular monitoring and tracking to celebrate success and ensure praise is sustained over time</p> <p>Provide clear outcomes for recognition and rewards over time, including celebration events and individual recognition</p> <p>Recognition designed to be focused on intrinsic reward rather than extrinsic motivation and value basis of exchange</p> <p>Assemblies, newsletters and themed days/activities used to promote and celebrate successes</p> <p>Senior and middle leaders to monitor TRACK points and ensure points awarded for PP are at least in line with nonPP students.</p> <p>Staff praise on a ratio 5:1</p>	<p>Universal approaches to improving behaviour have positive overall effects (+ 4 months)</p> <p>Positive behaviour seeking, with a basis in celebrating the good and not publicly sanctioning poor behaviour has been shown to have a significant impact on improvements in behavioural culture, particularly for those of low socio-economic backgrounds (Paul Dix - 'When the Adults Change')</p>	<p>1, 3, 5</p>
<p>Behaviour and Attitudes</p> <p>Launchpad events to ensure information is clearly communicated to all, and rationale outlined clearly.</p> <p>Implementation of new behaviour policy and rewards system</p> <p>Calendared Behaviour for Learning Inset sessions</p> <p>Changes to lunchtime duties and arrangements</p> <p>Launch of Rewards Initiative</p> <p>Focus on structured routines and consistencies- standing starts, track finishes and transitions</p>	<p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>Both targeted behaviour interventions and universal approaches have positive overall effects (+ 4 months)</p> <p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent</p>	<p>1, 3, 4, 5, 7</p>

<p>Developing the role of the pastoral team and implementation of graduated response to support 'frequent fliers'</p> <p>Graduated response in place to support students who are frequent fliers to support building and using appropriate strategies on how to get it right.</p>	<p>or fixed period exclusion compared to those who do not.</p>	
<p>Enrichment</p> <p>Duke Of Edinburgh Bronze & Silver- support to facilitate access to programme and equipment required for expeditions</p> <p>Enrichment week-</p> <p>Funding & support Trips and Activities- PP students are provided with discounted or fully costed trips</p> <p>Funding and facilitating Clubs-students are provided with support to access clubs where equipment is required from remaining budgets. PTA support clubs with additional equipment to support PP provision.</p> <p>All participation is tracked and used to target student who are not accessing opportunities</p>	<p>Wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork.</p> <p>EEF Arts Participation +2 months</p> <p>Sports participation + 2 months</p>	<p>2, 3, 5, 6</p>
<p>CEIAG</p> <p>CEIAG provision in both key stages to provide timely and age appropriate guidance and information to build aspiration.</p> <p>Four year road map to be written to ensure that there are timely related careers opportunities to raise aspirations and awareness of Level 3 qualifications and further education.</p> <p>Targeted careers meetings for all Pupil Premium students in Year 10 and Year 11 to support them to apply for ambitious courses and qualifications matched to their abilities, with PP prioritised. .</p> <p>Provide increased opportunities for students to visit and listen to learn about opportunities linked to further study and university courses.</p>	<p>Studies have shown that most young people already have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them.</p>	<p>3, 4, 6</p>

<p>Build closer links with a wider range of Post 16 training providers and institutions to maximise exposure to the opportunities available.</p> <p>Provide parents with regular information, guidance and advice opportunities to support their child via newsletter, emails and social media</p>		
<p>Parental engagement</p> <p>Increase regularity of positive phone calls and contact with home each term by teachers and tutor team.</p> <p>Year teams to track, monitor and secure attendance of parents to consultation evenings.</p> <p>Information evenings provided for all Year groups.</p> <p>Weekly newsletter & Social Media update to make parents aware of key information</p> <p>Tracking and follow-ups for attendance at parents evening</p> <p>Introduction of additional parent consultations for key year groups- Year 7 Meet the tutor, Year 10 2 x parent's evening and Year 11 3 x evenings</p> <p>Promotion of PTA and organisation of a schedule of events to build a welcoming community ethos</p>	<p>Engaging parents + 3 months</p> <p>EEF; Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings</p>	<p>1, 3, 4, 5</p>
<p>Access to the Arts</p> <p>Peripatetic lessons- Funded Peri lessons are offered to all students and funding provided for PP students. GCSE PP students receive funded lessons as part of course, including for technical skills.</p> <p>Production Ensure PP students are supported to participate, by ensuring they can reach rehearsals and are provided with costumes.</p> <p>Visits (theatres etc) PP fund used appropriately to support visits to the theatre and performances</p>	<p>EEF Arts Participation +2 months</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. + 1 month</p> <p>Wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork.</p>	<p>2, 3, 4, 6, 7</p>

<p>Enrichment week - Enrichment Week runs on the final week of the Summer term and consists of a variety of trips and activities in school and off-site. Students pick between residential trips or a combination of day trips and activities organised by school. The activities aim to improve students' physical fitness (Mendip Activity Centre, Glastonbury Way Walk), develop team skills (Camp, Duke of Edinburgh), instil self-motivation (DT Day, Cycle with me), broaden horizons (Hinkley, Yeovil Air Museum) and add to culture capital (Glastonbury Abbey, Bovington Tank Museum). PP is supported to access through PP funds.</p>	<p>Social emotional learning + 4 months</p> <p>Outdoor adventure learning + 4 months</p>	
<p>Equipment, Uniform & Other</p> <p>All PP students have access to £100 uniform support to ensure they can reach uniform expectations.</p> <p>The uniform Hub ensures there is always an opportunity for students to get through the school day through borrowing.</p> <p>Provide all equipment within lessons that students need to access the learning within the classroom - to include the learning cycle and their own learning</p> <p>Standing starts used to ensure students are ready for the day</p> <p>Students in receipt of Pupil Premium grant received a Festive Hamper from Love! Glastonbury for their family to support pantry stock and gifts for the Christmas period</p>	<p>Evidence and research clearly establishes a link between hunger, malnutrition and dehydration and concentration levels.</p>	<p>1, 3, 5, 7</p>

Funding Overview 2024-25

Teaching		
Actions	Cost	Link
Curriculum resources and materials	£2000	4,7
Platform and Online resources	£2000	4,7
CPD	£1000	4,7
Staffing & recruitment	£48,700	4,7
Curriculum Praise and rewards	£2000	5
Total	£55,700	
Targeted Support		
Pastoral Interventions	£2000	1,5,7
1-1 Mentoring and Additional Staffing	£10,000	1,4,7
Forest School	£1500	3,5,7
EWO	£12,000	1
Total	£25,500	
Wider Strategies		
Trips/Enrichment	£10,000	3,6
Peripatetic Music Lessons	£9,000	6
Pastoral Budget Removing Barriers to learning	£6000	1,4,5,7

Pastoral Support Hub	£22,000	1,4,5,7
Breakfast Club	£1000	1,4
Total	£ 48,000	

Total Spend	£129,200
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